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Exploring the impact of the European Language Portfolio, EPL (2001) in the Flemish Brussels context

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Exploring the impact of the European Language Portfolio, ELP (2001) in the Flemish Brussels context

Fiona Meyer Estrada

A thesis submitted for the degree of Doctor of Education

University of Bath
Department of Education
August, 2010

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Glossary:

CEFR: Common European Framework of References for Languages: Learning, Teaching and Assessment (2001).

CERCLES: Confédération Européen des centres de langues de l'enseignement Supérieur. European association of language centres in higher education.

CILT: Centre for Information on Language Teaching and Research

Common Reference levels: A commonly agreed ascending skills, identified by standardised codes (e.g. B2, C1) for proficiency in a range of linguistic skills, e.g. listening, spoken interaction or writing.

Competence: The sum of knowledge, skills and characteristics that allow a person to perform actions.

ELP contact person: A person at a national level with whom the Council of Europe interacts with regard to the development and implementation of ELPs.

ELP: This abbreviation stands for European Language Portfolio. Throughout this document, I have also used the word portfolio and ELP interchangeably.

Flemish: I use this word throughout the thesis to indicate the language spoken by the Flemish in Belgium and to differentiate it from the Dutch language from Holland.

Lingua franca: It is a vehicular language. Any language adopted as a common language between speakers whose native languages are different. The Oxford Modern English Dictionary (1996).

Multilingualism: The coexistence of different languages in a given society.

OECD: Organisation for Economic Cooperation and Development

Participants: In this inquiry, I referred to all the volunteers who participated in the implementation of the ELP and the interviews.

Pilot projects: Over the past ten years, versions of the ELP have been piloted in many member states of the Council of Europe. Pilot projects exist for the different grade levels e.g. primary, secondary and adult education.

The European Year of Languages: The Council of Europe has named the 26 of September the day for the celebration of languages. Many European countries hold special activities to celebrate language(s) learning.

Abstract:

The aim of this study originated with my role as a teacher wanting to research the impact of the *European Language Portfolio*, ELP, (2001) on a small group of minority language students, in Brussels' Flemish region. In this exploratory case study, the European Language Portfolio (Spanish model) was administered to a small group of forty-five primary school students from the Bicultural Foyer Project in Brussels. In spite of the students' positive attitudes towards this portfolio, the results suggest that the ELP has no validity for them because the Brussels' Flemish educational community does not offer the appropriate conditions for a possible broader use of this portfolio. Belgium's language policy environment, including its language policies, is the fundamental reason for the non-implementation of the European Language Portfolio.

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Chapter 1: Introduction

This thesis is concerned with the *European Language Portfolio's* (2001) impact in the Brussels' Flemish community. It aims to explore whether the implementation of this portfolio, promoted by the Council of Europe among its member states, has been appropriated inside the Brussels' Flemish context since the ELP pilot phase started ten years ago.

The Council of Europe has developed initiatives for the standardization of language teaching and assessment of modern languages. This institution has created two key documents: The *Common European Framework of Reference for Languages: Learning, teaching, assessment*, (CEFR) (2001), is a reference document providing six common levels of language proficiency for teaching and assessment. The *European Language Portfolio*, (ELP) (2001) is a language self-assessment tool, which uses the CEFR standards. Since 1998, the Council of Europe has endorsed the ELP in many countries including France, Germany, Switzerland, Finland, and Holland (Scharer, 2000:6). The different ELP models are designed for primary, secondary and adult education students.

Some of the ELP principles for the application of this document across Europe are:

“(a) the protection and promotion of linguistic and cultural diversity, (b) the promotion of life-long language and intercultural learning, (c) the development of responsibility and learner autonomy and (d) the clear and transparent description of competences and qualifications to facilitate mobility and personal growth” (Scharer:2000:4).

The ELP aims and functions for its users are:

- a) “to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels;
- b) to provide a record of the linguistic and cultural skills they have acquired (to be consulted, for example, when they are moving to a higher learning level or seeking employment at home or abroad).”

Points a) and b) refer to the two basic functions of the ELP:

- a) The pedagogic function:
 - “Enhance motivation of the learners:

- To improve their ability to communicate in different languages;
- To learn additional languages
- To seek new intercultural experiences
- Incite and help learners to:
 - Reflect their objectives, ways of learning and success in language learning.
 - Plan their learning
 - Learn autonomously
- Encourage learner to enhance their plurilingual and intercultural experiences, for example through
 - Contacts and visits
 - Reading
 - Use of the media
 - Projects”

b) The documentation and reporting function:

“The ELP aims to document its holder’s plurilingual language proficiency and experiences in other languages in a comprehensive, informative, transparent and reliable way. The instruments contained in the ELP help learners to take stock of the levels of competences they have reached in their learning of one or several languages in order to enable them to inform others in a detailed and international comparable manner.

In addition, the ELP is useful to be presented at schools, when beginning a language course, or for a job application. A learner might also be interested in having such documentation for him/herself.”

(See European Portfolio website) [Accessed 17 December 2009]

There are some countries such as France, Italy, Germany, Holland, the U.K, and Switzerland which are actively adopting the Council of Europe’s authorized ELP document (see IMPEL website, bibliography page); however, others including Finland, Norway and Luxembourg have remained more passive and have not designed their own ELP document or participated in ELP pilot projects (Scharer,2000:6). Belgium is an exception to the rule, because this country participated actively during the launching of the ELP (2001), the same year it was holding Europe’s Presidency. Unfortunately, only Belgium’s French region got an authorized ELP whilst the Flemish ELP version became rejected. There are reasons to believe that this country’s internal language conflicts may be the cause of this aberration.

The Council of Europe’s ELP pilot phase provided in some countries training

and the necessary material for the ELP promotion; these are expenses that each government member has to assume if they want to promote the ELP in the future. (Langé, public presentation, 2007, see impel website) [Accessed 15 January 2009].

The application of the ELP has been in its pilot phase since 1998, and now ten years later, several evaluations and published articles report that more needs to be done in terms of training and information in order for the ELP implementation to move forward (Scharer, 2000). Thus, the purpose of this inquiry is to explore the impact of the ELP on a group of Spanish minority students in Brussels' Flemish community.

1.0. Research questions

This research was conducted in order to address the following questions:

What is the impact of the European Language Portfolio, (ELP) on a group of Spanish minority students in the Brussels' Flemish context? To what extent is it feasible to implement the ELP as an assessment tool?, and what challenges do teachers and students face when implementing the ELP?

1.1. Conceptual framework

My research questions are inside the context of the ELP, as an assessment tool, belonging to the *Common European Framework of References for Languages: Learning, Teaching and Assessment* (Council of Europe, 2001). The ELP is a language policy that can be beneficial to Spanish minority speakers living in Brussels Flemish region because it serves to supplement traditional assessment methods, harmonizes language teaching, learning and assessment benchmarks and values the learner's languages and cultural experiences (Little and Perclová, 2001:3; Council of Europe, 2001:21).

In the Flemish Brussels region, one finds a language policy that it is intended to protect a monolingual society. A policy that can impede the ELP widespread implementation. An interview with HD, a Foyer Bicultural Project coordinator, shows a sensible example of this region's education policy:

"Children are treated here in the Flemish part as if they have an empty language hat when they enter the school. Or you know Dutch, or you know nothing. And all the competences you already have – in Polish, in I don't know – it doesn't exist. They said children have to leave all these things behind because they entered the school, and if you don't know Dutch, you're out. They see it as an empty box. But, we have to fill it, and we have

to fill this empty box with Dutch, Dutch, and Dutch.”

I understand the experience described above, as I was also a minority language speaker in the United States and experienced a similar treatment. It did not matter if I spoke Spanish or any other language, the only objective at the school was the learning of English, and I was labelled a limited English proficient student, LEP. Therefore, for this inquiry I have chosen a minority language group to explore if the ELP policy can bring about change regarding bilingual or multilingual education.

The Council of Europe (2001:2) proposes through the *Common European framework of Reference for Languages* to protect language diversity in order to enhance “mutual enrichment and understanding” among its citizens. It also states that through the knowledge of European modern languages, Europeans will be able to communicate better and in exchange, it will facilitate “European mobility, mutual understanding and co-operation, overcome prejudice and discrimination”. In addition, it says that when member states adopt national policies for language learning and teaching, they should think in terms of ongoing “co-operation and co-ordination”.

Thus, this research is an exploration of the ELP’s impact on the Spanish minority speakers’ group living in the Brussels Flemish region. Throughout the literature review, there is a discussion of how European policies were designed to dictate language use based on territoriality or personality principles. The findings of this inquiry have been analysed from two theoretical angles, Foucault’s governmentality (1977,1978) and Nelde’s theory of language contact and conflict context (1990, 1994, 1996, 1998). There is an assumption of a governance conflict between the Flemish Education Ministry and the Council of Europe that has had an ultimate impact on the implementation of the European Language Portfolio.

There is a possible comparison between the Flemish educational authorities’ reactions towards the ELP policy and the Foucauldian concept of governmentality. One finds on one hand a Flemish policy of protecting one language, and on the other a supranational entity that proposes a plurilingual approach designed to value a learner’s language diversity (Council of Europe, 2001:4). In both cases, each institution is exercising a form of governmentality in order to guide human conduct.

Foucault believes that even when the government subjects society, people can still be free to agree or resist to the government’s power. In this case, the Flemish educational authorities did not implemented the ELP policy in their schools, however, Flemish pedagogical networks adopted some of the proposed Council of Europe guidelines in their curriculum. Thus, one

assumes, based on the reported evidence, described in detail on chapter four, that the Flemish educational authorities were able to resist to some extent the ELP policy implementation.

Nelde's language contact and conflict theory is suitable in this inquiry because it addresses the environment in which these Spanish minority speakers live and study. A language conflict has existed in this country since its independence; and it seems to be responsible for its strict languages' policies and planning. The language contact and conflict theory inside Belgium's context has been approached by many authors such as Nelde, (1990, 1994, 1996, 1998) Boyer, (1987) Beheydt, (1998) Wright, and Kelly-Holmes, (1995), Coulmas, (1998), Bloommaert, (2005). Among these authors, one identifies the late Peter Nelde as the one whose writing emphasizes the issue of language contact and conflict, a concept that later became known as "Nelde's law". It is a principle which states that any region with a language contact among two or more different language communities will unavoidably have a language conflict (Nelde, 1998:292).

For this reason, I would like to propose an unrestrained language portfolio policy for all language learners that includes majority, minority, foreign, and native speakers; it is a policy for anyone who wants to learn a language and appreciates living in multilingual settings, and in this manner I want to contribute in the educational field.

1.2. Research Setting

There are two elemental reasons for doing this research in the Flemish Brussels region. First, this place is a suitable multilingual setting where students need to learn Flemish and French at primary school and in some cases use a third language at home. Secondly, Brussels is an ideal city, which is host to the European institutions and possibly a model for adopting the Council of Europe recommendations.

The research setting for this inquiry was a state school in Brussels' Flemish region with a student body of approximately 600 students and the language of instruction is Flemish obeying the principle of territoriality. This school collaborates with the Foyer Bicultural Project (1981); it allows them to provide mother tongue instruction to a small group of language (Spanish) minority students.

The Foyer Bicultural Project was chosen for the sake of convenience because this organisation and the school director were flexible and allowed me to work freely with the students. I was able to administer the European Language Portfolio during the academic years 2003-2004 and 2006 -2007. I

started with a pilot study group of twenty-nine Spanish speakers' primary school students from third through sixth grade. This initial application enabled me to reflect upon the use of language assessment methods and become familiar with the ELP. The dissemination group included sixteen Spanish speaker students from third and sixth grade. This second group was smaller because there were fewer students registered in the Foyer Project.

1.2.1. Foyer Project

The Foyer Bicultural Project (1981) is a non-state organisation subsidize by different institutions, which includes embassies and the Flemish government (Byram and Leman, 1990:24; www.foyer.be). This organisation started with seven Italian children at school in Laeken and since then the project has expanded year after year. The Foyer Bicultural Project as an integration organisation has the following objectives:

- a) "For children and teachers: learning to live together in a complex, multicultural society.
- b) For immigrant children: the acquisition of very good trilingualism by the end of primary school.
- c) For immigrant children and their families: enhanced opportunities for integration in their country of origin should their parents decide to return.
- d) For schools: maintenance of and possible improvement in the level of quantity.
- e) For immigrant parents and their families: closer involvement in the school and in their children's socialisation within it and thereby increased participation in social life and in their wider society."

(Leman, 1990:11-12)

In addition to the Italian children, the Foyer works with Turkish, Spanish and Moroccan children. The project started working with Italian and Spanish immigrants, because it was easier that they will be accepted in Flemish schools. These schools did not have any previous experience of working with immigrants (Leman, 1990:5-18). Today this organisation has approximately 500 students registered in six different state schools. The Foyer Bicultural Project's aim is to help immigrant families to integrate into the host country through education programs that include the teaching of the mother language for the children and vocational and language training for the parents. The final purpose is to provide a bicultural and multilingual education to these immigrant children because learning a mother language helps them develop their identity, acquire self-confidence as well as motivation for an easier integration into the host country (Leman, 1990: 11).

Some of the proposed activities of this project include educating families on how to live peacefully in a neighbourhood, how to request a work permit and how to overcome some of Belgium's complicated bureaucratic challenges

“Nuestro trabajo no solo se enfoca el trabajo con los niños pero también el de con los padres: muchas de las familias son ilegales. En otras palabras no solo asesoramos a los padres desde un punto de vista pedagógico (ayuda a sus hijos en el ámbito escolar) sino que también los asesoramos en su proceso de integración: les brindamos información (les damos info. sobre las instancias que los pueden ayudar en el aspecto psicológico, jurídico, salud, etc.). Servimos de mediadores, de traductores.” (extract from interview with the Spanish Foyer coordinator, T05, appendix K, page 230).

English translation:

Our work is not only focused in the work with the children, but also we work with the parents: many of these families are illegal residents. In other words, not only we give advice to the parents from an educational perspective (help in the school environment), but also we advice them in their integration process: We give them information about the different available agencies that could help them in terms of psychological, legal and health services, etc.) We are the mediators and translators.

In addition, there is a school activity, which the immigrant children are able to go and live with a Flemish family during a short school vacation to practise Flemish. Some of the Foyer educational projects are described at <http://www.foyer.be> and click on video clips [Accessed on 15-01-2009].

The Foyer Project is unique for organising mother tongue education for several ethnic minority groups inside the educational system. Although, when a school has a representative number of ethnic minority students from either Turkey or Morocco, the school organises additional classes in the students' mother tongue. The school will get in contact with the embassies of the aforementioned countries, and these institutions will provide a native language teacher. In addition, children are able to learn their mother tongue in different cultural associations that are subsidised by the Flemish government (Jacobs, et al.1999:58).

Figure (1) below shows the hierarchical structure of the participants within the Foyer Project. Although this project works with Turkish and Italian immigrant groups, I have only included the Spanish section for the purpose of this inquiry.

Figure 1 – Foyer hierarchical structure

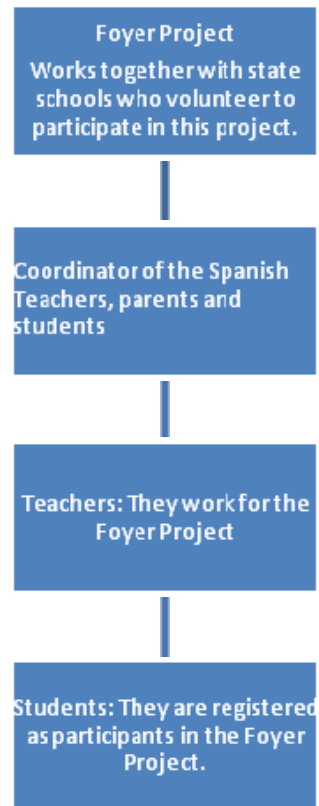


Figure (1)

1.3. Research methodology and procedures

I conducted this inquiry from within an interpretive paradigm as this research took place in a naturalist setting where events were fluid and changing (Cohen, Manion and Morrison 2001:22). The methodological approach used for this inquiry was an exploratory case study, which was suitable for responding to the research question. This inquiry did not start out with a hypothesis, but aimed to discover 'grounded theory' data that was collected and examined from the participating students, teachers, and interviewees viewpoints (Cohen, et al. 2001:22).

Moreover, the exploratory case study approach was convenient because the participating students belong to a group of immigrants who search for tools that will help them integrate into the host country. The participants of this study are first and second generation of ethnic minority immigrants who came to Belgium for socio-economic reasons, and became members of the Foyer Bicultural Project in order to obtain the information necessary for their

integration in Belgium (Byram and Leman, 1990). Ethnic minority group in this inquiry refers to a group of people who have a different cultural background from the rest of the population.

Stake (2005:447) paraphrases Stouffer (1941) on the fact that case studies try to investigate the particular more than the general. The singular characteristic from this group is that they, as immigrants, decided to seek guidance from a social institution for a better integration into the host country (Leman, 1990:11-12). The ethnic minority parents learned about the Foyer project by oral publicity inside the community (see observation note 002, index M, p.69).

Interviewing is one of the data collection techniques used in this qualitative approach. It is recommended in the reviewed literature for case studies because of the possibility that it provides for rich data from the participants, despite the fact that it is time consuming (Stake, 2005; Powney and Watts, 1987; Litchman, 2006; Dunne, Pryor and Yates, 2005). For this research, I also used other research techniques such as administering the ELP and analysing observation notes and documents, which provided relevant data of the students and educational administrators. Stake (2005:457-458), would define this type of case study as intrinsic because of the uniqueness of the inquiry represented by exploring the phenomenon of the ELP seen from this language minority group's perspective.

Both "methodological" and "combined levels" of triangulation were used in this study to give the research findings validity and transferability. First, the "methodological" triangulation was applied using different data collection techniques. Secondly, "combined levels" of triangulation were applied when information was gathered from various different hierarchical levels, from students to administrators. Although, Denzin and Lincoln (1998:24) suggest that research is value-laden and that researchers are getting away from a positivist stance, this inquiry attempts within its limits to achieve an objective position. I followed Hamersley's (1999:27) opinion that says, "I believe that social research must be committed to value neutrality simply because it cannot validate valued conclusions".

1.4. Limitations of the research

The research is divided into two phases: the first one emerged from the necessity to explore the impact of the ELP in the Brussels Flemish region seen from the experience of a group of Foyer's language minority group. The second phase is when the study became refocused due to the initial data results, which showed that students ELP appreciation was based on the document's utility for geographical mobility and employability. Thus, it led me to inquire if among the Brussels Flemish administrators and

educational practitioners there was an awareness and adoption of the ELP policy in order for this document to have any validity inside this context. The ELP was not to have a positive impact among the students if it became a document that they could not use outside their classrooms.

The participating students in this inquiry are not a representative sample of the immigrant population in Brussels, yet this small ethnic minority group can bring into light some of the consequences that language policy and planning have to a region. Furthermore, this case study took place in a naturalistic setting, where the participating students' special conditions, including migratory status, economic hardship, parents' employment conditions, etc., would make it difficult to replicate. Therefore, this study aims only to explore what it is stated in the research questions. Consequently, I hope that this inquiry serves as an invitation to reflect upon language policies in general and the impact it has on education.

1.5. Preview of thesis structure

This second chapter is divided into three main sections. First, there is an account of European language policy, using Belgium as an example, beginning prior to the creation of the nation-state and continuing up until present-day policy. The purpose of this section is to analyse the disparities that often exist between policy and practice since this thesis concentrates on minority language students who often do not receive equal treatment when it comes to learning and assessment. This analysis attempts to illustrate how documents like the ELP and the CEFR have an influence on language policy today. The second section discusses language minority learning and assessment because the ELP offers its users an alternative type of assessment that allows them to record all their language learning in formal and non-formal structures. The third and last section focuses on the Council of Europe ELP pilot implementation programs across the European Union with the aim of illustrating the ELP's benefits and limitations.

In Chapter 3, I present my rationale for choosing a qualitative approach, which includes qualitative and quantitative tools including ELP administration, interviewees, surveys, observation notes, and field notes that allowed me to measure the ELP impact at the institutional level. This chapter justifies the use of exploratory case study as a research method. In addition, I discussed different methodological perspectives and in what way they embody different social realities. I described also how I have dealt with my own bias. Finally, this chapter describes the code of ethics pursued throughout this research, and the approach I have used to gain access to the research setting.

The fourth chapter is an account of my research methods and procedures. I

have described how data was collected and coded for analysis. I took into account how the collected information addresses the research questions.

The fifth chapter describes the results of this inquiry and its interpretation. Data is organized into themes through which I was able to identify different patterns. I have interpreted the different patterns based upon the information from the collected data of this inquiry.

The sixth and final chapter is a discussion chapter. There is an account of the research limitations and strengths of this study. I have used Foucault's concept of governmentality (Danaher, et. al., 2000; Pickett, 2005 and, Oksala, 2007) in order to respond to the reasons for a lack of impact of the ELP in the Brussels' Flemish region. One finds that there are two discourses regarding language policies. There is the Council of Europe, which recommends a policy for the maintenance of language diversity and opposite to this is the Flemish regional government who attempts to integrate into the followed recommendation but without giving up their own form of governmentality. In addition; I have used briefly Nelde's (1990, 1994, 1996, 1998, 2000) theory of contact and conflict to explain the insight of Belgium language situation. This theory is helpful to understand the reasons for the existent language policies. This chapter concludes that there is not one European language policy fit for all the nations. Every country needs to arrive at its own regional solutions.

Chapter 2: Literature Review

2.0. Introduction

The purpose of this chapter is to illustrate how the enforcement of European language policy and planning, from the nation states period to this day, has had some implications on society's language use. As early as the 17th century, according to Lacoste, (1993:594), people and cultures became divided; territories were marked with boundaries and hybrid, varied, dialectic forms of communication eliminated. Present day language policies, such as the ELP continue to be enforced with the objective of standardizing and delimiting language use. These European policies are reviewed and scrutinised using two theoretical frameworks. The first is Foucault's theory of governmentality (Foucault, 1977.,1978; Danaher, et. al., 2000; Pickett, 2005 and, Oksala, 2007) and the second one is Nelde's theory of contact and conflict (Nelde, 1990, 1994, 1996, 1998, 2000,2004).

Section 2.1 is a concise introduction to Foucault's theory of governmentality intended to link this theory to the development of language policy in Europe including the ELP policy. Foucault (1978:48) describes governmentality as a method of which government intervenes as a police state. Governmentality is used in this context, as the subjects of a society self-govern themselves in their relation of power with the government (Danaher, Schirato, and Webb, 2000:51; Pickett, 2005:12-13).

Section 2.2 presents Nelde's theory of contact and conflict and its connection to present day European language policies.

Section 2.3. depicts how Europe, prior to the creation of nation-states, was a multilingual territory which existed without the necessity of delimiting language use to a territory. Today's policy is subjected to two phenomena, according to Wright (2004). The first phenomenon is one that is overwhelmed with policy statutes and political reality, which show that there are many countries defending a policy of one language, one nation. The second one shows the concerns by scholars that the increase of transnational communication (e.g. the media, the internet) will create the use of one lingua franca (Wright, 2004:14; Gal, 2006:25-26). Brussels provides an ideal setting for the analysis of language planning and policy for two reasons. First, the city's symbolic position as Europe's capital is interesting to observe for how it administers its own regional linguistic policies, despite the Council of Europe recommendations. Secondly, Brussels' territoriality principle is still an issue of political and social conflict between the French and Flemish speakers.

Section 2.4. is a description of how the presence of linguistic inequality in any undetermined space has produced, under specific circumstances, a lingua franca which dominates communication in many territories.

Section 2.5 follows with an account of immigrant minority speakers, who are people that speak a different language than the one spoken in a specific country or territory. This section analyzes how human rights treaties, when referring to the protection of minorities, usually relate to the historical, indigenous group of people living in a territory. Sections 2.5.1 through 2.5.3 describe the disadvantages that minority speakers have in terms of education and assessment inside the European educational context. Section 2.6. discusses Council of Europe provisions for a pluralistic education.

Section 2.7. depicts European bilingual education, and it also reviews Belgium's language education system. Section 2.8 describes portfolio assessment as an alternative form of evaluating students. In the last decade, this alternative form of assessment has undergone a revival, which has seemed to help students with self-assessment.

Sections 2.9-2.11 are analyses of what has been done in terms of the use and development of the *European Language Portfolio* and the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001). These are key documents designed for the standardization of language competences for learning, teaching and assessment, as well as the protection of Europe's linguistic diversity. The two main objectives are, first to analyze the applicability of these documents within the European context. Secondly, as people in each country speak think and live differently, analyze some relevant governance issues such as language policy from a Foucauldian and Nelde's theoretical framework.

2.1. Foucault's theory of governmentality

This literature review brings forward examples that illustrate Foucault's theory of governmentality. One identifies the techniques of the power on which individuals and society regulate the use of languages. It arises the reflection that while society might think that some policies are drafted with the objective to protect language diversity in Europe, such as the ELP policy, the end product might be quite the opposite. Foucault explains in the *Birth of Biopolitics* (1978-1979:72) that the action of producing liberty at the same time brings within itself "limitations, control, coercion, obligations".

Consequently, there is the assumption that this theory of governmentality can be considered as universal in the sense that governments whether local, regional, national or supranational have as an objective to regulate human

conduct which in this case is language use.

2.2. Nelde's theory of language contact and conflict

The conjecture that communities, with different language status, could live peacefully together was hardly imaginable for Nelde (1990;1994;2004.) Many of his articles and books refer to the language contact and conflict theory within the Belgian and Canadian contexts. He initially borrowed the concept from Hauguen (1966) who was the first to apply it when doing research about the Norwegian language conflict (Nelde, 1990:132). The significance of Nelde's theory in this thesis is to illustrate the need for more than one language policy in order to create the conditions necessary for a plurilingual Europe, (Nelde,2004:14).

2.3. European language policy and the Belgian context

Europe was a multilingual region during the fourteenth century and Europeans saw themselves as members of one family. For some, this social structure was Christendom, while for others it meant being fellow subjects of the same ruler, a status that changed frequently due to constant battles and territorial conquests. During this time, the concepts of majority and minority language groups did not exist as they do today, and there was a high degree of tolerance, as long as the taxes were paid (Barbour, 2000:13; and May, 2003:211; Wright, 2004:24).

Europe's language planning and policy from the nineteenth century to the modern day is explained briefly in this paper using the following three categories: corpus, status and acquisition language planning. Corpus planning refers to the codification of permissible words and forms of standard language such as the creation of grammar books and dictionaries. Status planning refers to the attribution of particular functions to a given language, for example elevating one language to the status of official or national. Acquisition language planning incorporates the way institutions organise the language learning in a country (Phillipson, 2003:14).

Language standardization during the nineteenth century was done with the implementation of one national language, an example of corpus planning. The creation of nation states had as an objective the use of one single language that facilitated the governance of societies. Some countries such as France, Spain and Italy implemented this policy with the creation language academies, whereas England, the United States and Denmark created dictionaries and acts of parliament (Glen and de Jong 1996:27; Phillipson, 2003:14; Wright, 2003:52-53). Today, there are interpretive studies, according to Ager (2003), and Shohamy (2006), which describe

measures society uses for language standardization, such as language correctness. It means that even in multilingual places like Quebec, Brussels, or Luxembourg, people are judged based on their pronunciation, use of grammar, and choice of language. For Shohamy (2006:36), this is a society's tool for categorizing people whether or not they are well educated. Alternatively, Spolsky describes it as "a conspiracy of the elite establishment to maintain power" (2004:27).

Within the corpus planning context, there is another type of planning known as the language devolution in which minority language groups claim equal linguistic rights (Hogan-Brun and Wolff, 2003:100). After the 1990 Yugoslavian war, for example, there was a rise in demands for linguistic devolution rights from minority groups, a phenomenon that has continued into the twenty first century. Small countries and minority language groups such as the Catalans in Spain wanted their languages to be recognised at the European level. The Catalans' demand was positively answered in 1990 (Parliament Resolution 11-12-1990). It is significant to add that language minority groups have found in the governance of the European Union a vehicle to fight for their rights (May, 2003:214-215). In addition, before small countries like Serbia and Croatia became independent, people were living with more or less the same language and culture. Now, after independence, it seems that these societies are finding more linguistic differences among them. However, it is questionable whether their language disparities are merely linguistic or might have political connotations. Notwithstanding, these nations ask to be considered as separate entities because of their ethnic and cultural differences (Pupavac, 2003:138-155; Wright, 2000:50).

Belgium is an unusual case of being a bilingual territory before its independence. Despite that Flemish were representing the majority of the people French was the imposed language. "The fusion of South Netherlands peoples into a single state in 1830 represented a triumph of common purpose over much less palatable options for the two cultural groups inhabiting a territory that bestrides the ancient fault lines between Romance and Germanic culture (O'Neill, 2000:114) This country is a model that illustrates how corpus planning affected language communities. The Flemish, during the Frenchification period, endured a time of language imposition. The French language was implicitly imposed and Dutch was regarded as the language used by the peasants. Despite the fact that the Belgian Constitution (1831) states, "the use of languages in Belgium is free," and "it can be regulated by law and only for the acts of public authorities and legal matters," (Hunt, 1987:263). The French language was imposed to the Flemish community with the prohibition of Dutch literature, lack of translation services, and the right to an education in their own language. Many authors believe that Belgium was formed linguistically and culturally by two nations within a nation state (Witte and Beardsmore, 1987:27). In the course of the nineteenth century Belgian corpus planning changed directions with the Flemish movement known as the dutchification period (Wyllems,

2006:1759). Flemish started to challenge the system for equal language rights and their language became standardized with the publication of pronunciation guides which privileged a Southern, orthodox standard diction (Kloots, 2002:51-52). From the 1930's onwards, there was a movement for the codification of the Dutch language and people became aware of the standardization of the language through the printed text. In addition, in 1980 there was the creation of the Dutch Language Union on which the Dutch and Flemish government worked together for the standardization of the languages (Groof, 2002:130).

Present day corpus planning is reflected in how language is used based on the territoriality principle on which the city of Brussels is the exception. In this city rules the personality principle on which the speaker chooses the language of communication (Wyllems, 2006:1759).

Status planning in the 1800's was done through the implementation of one common language so that governments could establish a common unity among the people. This was done with the suppression of local languages and dialects, and many language policies were implemented due to this practice. When governments were drawing their frontier lines, many ethnic groups became caught in the middle such as French speakers in Switzerland, German speakers in Alsace and Danish speakers in Germany (Glen and de Jong, 1996:107). Schooling became universal with the intention of abolishing most languages, and forging a national identity and culture. It was a method to keep the masses under control (Green, 1990:162-163). One may think that this form of power can be compared to Foucault's (1977) definition of discipline - "One of discipline's concerns is with producing docile, healthy bodies that can be utilised in work and regulated in terms of time and space" (Danaher, et al., 2000:50).

Status planning according to Wright (2003) is the domination of the majority over the minority language group. The consequences of this language planning produce terms such as the "Abstand", languages used in the private context, and the "Ausbau", languages that can be used independently of neighbouring standard languages, and "diglossia" for defining society's language situation. These were terms to identify people as using High German or Low German, as an example. Some exceptions to this kind of language planning are to be seen in the existence of multilingual countries like Switzerland and Luxembourg that have given more or less an equivalent status to languages used in their region or country.

Belgium's status language planning is one shaped by a divided territory with three linguistic communities: French to the south (Wallonie), Flemish to the north (Flanders) and German to the east. Brussels is the only bilingual territory, though French is the language spoken by the majority due to the

presence of the European and international institutions who use this language as well as English (Janssens, 2008). The Flemish language has sought protection through strict language laws. Modern day consequences of these Belgian policies are the topic of discussion by many politicians. One can read in their daily newspapers (*Le Soir*, *Het Laaste News*, *En Marche*) articles about disputes between these two linguistic communities (Walloons and Flemish) regarding the state's economy, language use, territory, and education. This year 2009, the central government is unstable and the Flemish regional parties have shown a desire for independence.

Language acquisition planning is a policy programmed to produce cultural and linguistic assimilation (Wright, 2003:13). This type of language planning concerns the learning and teaching of the official language(s) of a country, as well as second or foreign languages. Some countries, such as the United States and France, have focused their efforts on the learning of one national language, leaving no space for minority language groups. Meanwhile countries like Luxembourg encourage the learning of German and French, as these are the frontier languages necessary for economic survival (Hansen-Pauly, 2006:6).

Belgium, with its acquisition language planning, allows space for three separate language communities. It imposes strict fines to enforce the territorial language in schools (Morelli, 1995:86). Thus, French is to be taught in Walloon community, Flemish (Dutch) in Flanders and German in the small region in the east of Belgium. Brussels is a bilingual city. However, schools are not altogether bilingual because language learning is determined by the territory. Consequently, it is difficult to assume that this kind of language planning has helped the construction of a multicultural environment. Educational policies based on the law of 1963 allow parents to choose any school in the city independently of the language. However, lately this parental choice has created problems for the children's language learning because many French speaker parents have chosen Flemish schools as they feel the necessity that their children become bilingual. Inevitably, children are submerged into the learning of the Flemish language without the necessary pedagogical support (Blommaert, Creve and Willaert, 2006:40-41; Beheydt, 1993:17). In addition, in today's political situation this choice it is difficult to exercise, as Flemish schools are demanding that parents learn the Flemish language as a requisite to register their children in their schools (En Marche, 2003:1). The Flemish government is hardening their language policies, and one of the consequences is the banning of French language on school playgrounds in the town of Merchtem, fifteen kilometres northwest of Brussels (Bogaert, 2006). In addition, the city of Liedekerke has imposed a new law by which public playgrounds will be accessible only to children who speak Flemish (Vandemuelebroucke, 2008).

Regarding the language (ethnic) minority groups the Flemish government

encourages the assimilation model, one on which the minority language students are not segregated but assimilated into the system. Schools and projects like the Foyer Bicultural project, which have (non-Belgian) minority language speakers, receive an extra subsidy from the Flemish government as long as the project encourages integration into the Flemish community (De Schutter, 2001: 421).

A similar situation one finds in Catalonia as well as other autonomous Spanish regions as an example of acquisition planning. The Catalans endured the imposition of Castilian during Franco's period (Huguet, 2001; Siguan, 1999; Hoffman, 1996). Today, Catalans enjoy the language right to use their mother tongue in their region and inside the state's school system. However, one finds literature that indicates that this acquisition planning in some of the Spain's autonomous regions has experienced some reversal effects. For example, some of these regions favour their language, Catalan, over the country's official language, Castilian. Consequently, for a madrileño whose language is Spanish and lives in Catalonia, s/he will be discriminated against for not speaking Catalan (Smith and Wright, 1999:7). By contrast, there are other examples from Spain's autonomous regions in which despite the efforts to bring a bilingual environment there is an imbalance on the language's status, and ultimately people favour Spanish as a language for communication (Huguet, 2007:28).

In a theoretical context, these language standardization techniques, mentioned earlier on this chapter, resembles Foucault's concept of governmentality. Governments with the creation and implementation of language policies have acquired control over societies in terms of the language(s) to be used for communication purposes. In addition, society has felt the need to self-governed themselves at workplaces, schools, churches, hospitals, etc. in order to function within an economic and political structure. For example, according to Danaher, et. al. "governments produced the body in their discourses, as an object of social concern, and used tools like social policy to produce particular types of populations" (2001:125).

Nelde's (1998:291) viewpoint is similar to Foucault's in the sense that he describes the government disciplinary measures as form to neutralize language conflict(s). He thinks that language contact provokes a language conflict because of the inequality status that each language has.

Therefore, language policies continue to exist with the same purpose for guidance to self-government. I think what changes today is the existence of supranational entities (e.g., Council of Europe, the European Council, and The European Parliament) who also want to be in command for dictating policy.

This section details different issues concerning Europe's linguistic barometer. On one side, minority language groups demand an equality language use for in the field of education, public service communication, and legal representation. Paradoxically, within the context of nation state building, minority language groups use reverse discrimination against those who do not speak their languages. One example is Belgium where German speakers, who are considered a national minority group, do not enjoy language protection in the 'Old Belgium South' (sic) (the frontier territory with Luxembourg and 'Old Belgium Central' (sic) (near the Boicholz-Behe north of the Grand Duchy) from Belgian French speakers (Nelde, 1996:393). At the end, many of these language policies are based on the language's status that in some cases it is connected to what the labour market demands (Calvet, 2002).

Next section discusses how English and in some cases French have become the dominant languages for communication. Despite the Council of Europe's efforts, such as the creation of ELP and the Common European Framework of Reference, to protect language diversity; it appears that societies often dictate otherwise.

2.4. The inequality of languages

In terms of language policy and planning, the nineteenth century marked a period where language policies were drafted defending one national, regional, or local language (Phillipson, 1992, and Phillipson and Skutnabb-Kangas, 1996), with the exception of a few countries, which recognised more than one official language. Nowadays, we are experiencing some consequences of these measures such as diglossia, language loss, shift, and imperialism, just to mention a few examples. For the purpose of this inquiry, I will concentrate only on the issue of language dominance.

New technological advances, like the internet and modern ways of transportation, have increased the phenomenon of globalisation and social mobility. All of these circumstances produce contact among different ethnic and cultural groups. Wright (2000:2; 2003:14), writes that the world is experiencing two phenomena, first national communities with economic relationships of goods and services are crossing national borders, and thus causing the spread of a lingua franca. The second factor is that nation-states are being challenged by the creation of supranational institutions, like the European Union, provoking the sovereign nation status to disappear and consequently power concentrates in Brussels. May (2003:214-215), has a different opinion from Wright when he writes that the European Union is an apparatus that will continue acting as a national entity, meaning that it will continue respecting the individuality of each country. He is rather positive about this issue and believes that the challenge is to "rethink nation-states in more plural and inclusive ways," (Ibid.227). In my opinion, many societies in

Europe are surrendering power to supranational institutions without even acknowledging it. There is the feeling that one does not have a direct influence over what it is being decided at the European community level. However, this situation might change on the course of the year as the European Union is experiencing an internal crisis due in part to the global recession.

2.4.1. English as a dominant language

One current example of linguistic dominance is the frequent use of the English language (Wright, 2000:94; May, 2000:367). The use of this language has increased with the internet access. By contrast, one finds examples where economic forces have led to the adoption of Unicode, a computer program that allows the use of different languages on the internet. Toru (2005:343) says that the use of Unicode has been a strategy in order to economise the development of software, and now one is able to send and receive messages in Russian, Chinese and Korean, among other languages. Toru (2005:347) believes that in order to make a counterbalance of one language dominance each government needs to maintain a plurilingual environment, not only at the international level but also inside the country. He warns us, "Il est évident que si on laisse faire les lois du marché, les langues minoritaires n'auront guère de chances d'être incluses dans le plurilinguisme informatique". (It is clear that if one leaves it to market forces, the minority languages do not have a chance at all of being included in computerized plurilingualism) (my translation).

Within the context of the Council of Europe, Trim, (1999:8) agrees that the English language has become a barrier to "young Europeans" learning other languages and coming to appreciate the rich diversity that Europe can offer. In an apparent response to this threat the Council of Europe has created language standardization documents such as the ELP and the CEFR, in order to protect Europe's language diversity (Council of Europe, Preamble to Recommendation R(82) 18 of the Committee of Ministers of the Council of Europe, 2001:2)

2.4.2. Is a lingua franca a threat to multilingualism?

The Council of Europe aims to maintain language diversity with projects such as the *Common European Framework of Reference for Languages* (Council of Europe, 2001) and the European Language Portfolio. They were created to encourage multilingualism and reduce the English language dominance (Council of Europe, 2001:4). However, one finds a contradictory action as the European Union most often produces the EU official documents' translations only in French and English. It is obvious that

keeping a multilingual European Union is a difficult task to accomplish. Forty percent of the EU administrative budget is allocated for translation and interpretation being one of the largest proportions in the world (May 2003:216). Yet this percentage does not take into account the new countries and languages that have been incorporated into the Union, such as Romania and Bulgaria. In the end, the translation and interpretation services are becoming unsustainable projects.

Economic and academic reasons are influential factors for making a language like English a lingua franca (House,2008;Shohamy,2006;Seidlhofer,2005;Phillipson,1992,2003;Wright,2004 and May,2003). Phillipson, 2003 explains two key factors that have contributed to the increase in the English language status. The first one is the structural factor, which includes all the material resources needed for the spreading of a language. He believes that the United States and Britain have invested in the promotion of the English language by offering language courses and developing the technological infrastructure used by the networking societies. The second factor is ideological, which focuses on the attitudes and beliefs which people feel towards a language. He gives the example of how English has become popular, and it is the language used, in the economic sense, for advertising and the media. People in general tend to give status to one particular language, and English is the most common one for communication purposes (pp. 64-65).

Like Phillipson, Mar-Molinero (2006), and Calvet (2002), describe a different example of how the Spanish government has invested considerably in the spread of the Spanish language learning through the spread of the “Instituto Cervantes” in twenty-four countries with the objective of making Spanish a lingua franca. According to Calvet (2002:181), starting in 1713, Spain became one of the first European powers to implement “une homogénéisation linguistique” (a linguistic homogenisation). In addition, Wright (2004) gives another example of how French was also a lingua franca in other territories during the nineteenth century, but that today France is happy to fight back the intrusion of the English language in its own territory. She concludes that certain opportunity factors, like the market-driven forces and political situations, like an elite group giving a diplomatic status to a language, need to be present for a language to become a lingua franca.

In keeping with this issue of language dominance inside an economic and political framework, Castells (1997) speaks of the social and economic inequality caused by having one dominant language in society that is not the society’s mother tongue. He points out that not everyone has the opportunity to learn a second language. In contrast, Crawford (2000:85) argues this situation has in no way contributed to the unequal distribution of wealth, which he claims is caused by each government’s language policies.

Shohamy (2006:37) says that even Eurocentric policies accept that globalisation helps English to become a dominant language. According to this author, language dominance occurs because it fulfils “international and global functions, and for economic and academic purposes”.

Regardless of language policies however, Wright (2004:116,134) explains that factors such as the power that a language represents in a society for its economic, ideological or spiritual benefit is what makes a language become a lingua franca. She explains further that only in totalitarian countries can one force people to follow government language policy. Consequently, efforts to maintain rich diversity depend very much on the economic motivation and the status that a language enjoys among its learners and users.

Finally, one assumes that not only has English dominated as a vehicular language, but also French and Spanish. The difference evident today is that, if before it was the governments imposing language policies through the creation of nation-states, today it is market forces like trade and job opportunities, which drive society to make its language(s) choices. In addition, societies will be multilingual as long as the speakers of a language have the opportunity and decide to maintain their mother tongue as part of their identity.

The following section discusses the revival of language as a human right as a phenomenon that has evolved over the last twenty years. It aims to recognise language as a human right. Supranational organisations have written conventions and treaties that attempt to alleviate the inequalities suffered by minority speakers.

2.5. Protecting minority language speakers

Since the 1990's, many world organisations have made the minority rights issues a top priority in their agendas in order to resolve ethnic conflicts which emerged with the end of Cold War period (Kymlicka,2007:37; Nelde,1994:1;Wright, 2000:50). Civil wars in the Balkans took place as people fought for their own cultural and language groups. Consequently, the European Union demanded that these new post-communist countries respect minority rights as a prerequisite for joining the European Union (Kymlicka, 2007:37; May, 2001:17).

For the purpose of this thesis, I am concerned with the issue of immigrant minority language defined by Extra and Gorter (2008:33) as a language spoken by immigrants and it has a minority status in their place of residence and no “influential pressure at the EU level”. In this research the immigrant

minority group, I have studied, speak Spanish which is the official status in Spain but has had a minority status in Brussels (Jacobs, Nys, Réa and Swyngedouw, 1999:74). However, the position of Spanish in this city may change as Spain became member of the European Union, it brought the immigration of highly skilled workers and many organisations are spreading Spanish lessons (Jacobs et al. 1999:74).

Within the U.S. and European context, it was not until the end of the Cold War that the protection of the human rights for minority language speakers came into existence. Some of the Council of Europe treaties' articles refer to the right to an education in the person's native language, legal representation in court and the translation of official documents (Henrad, 2003: 43-49).

Modern language policy in the 1990's has evolved with the writing of many treaties, which advocate language protection as a human right. Examples of these documents are the European Charter for Regional or Minority Rights, (1992); Copenhagen Document, (1990); and the Universal Declaration of Linguistic Rights (1996), to name a few. Despite these documents' provisions, their enforcement represents a difficult task to accomplish. There are countries like France, Croatia and Estonia which, according to Hogan and Wolff, (2003:4-5), do not provide linguistic rights for minority language groups but rather defend one national language. Thus, it is difficult to imagine how educational systems across Europe can adopt policies such as the CEFR and the ELP when the national language policies do not protect the existence of other regional or immigrant languages.

Belgium has a complex situation when it comes to respecting minority languages; there is a continuous conflict between Flemish and French speakers. French speakers who live within Brussels' nineteen rim municipalities located in the Flemish territory want to have their language protected. The Flemish authorities do not agree that the French language is in danger of extinction. Because of this political position, of not wanting to respect minority rights, the European Council has admonished the Belgian government. The judgment of the European Court of Human Rights, 2002 stipulated that French speakers should have language facilities, meaning the right to public services in their own language (Parliamentary Assembly, Resolution 1301, 2002). Despite these recommendations from the European Court of Human Rights, the Flemish state authorities until this day have not signed the European Charter for Regional Minority Languages or the Convention on Human Rights (see website of the Council of Europe conventions) [Accessed on 23 October 2009].

Consequently, Belgium's internal language problems leave very little room for helping the status of immigrant or regional minority groups. Extra and

Gorter (2008:6), explain that it is difficult to recognize the existence of minority groups due to the lack of definition in official documents. It is an issue discussed further in the next section.

2.5.1. The enforcement of linguistic rights

There is a doubt on how international organisations can enforce the application of some of the articles' provisions included in the different conventions. Article 25 of the Universal Declaration of Linguistic Rights states that it is a linguistic right that all language communities have "properly trained teachers, appropriate teaching methods, textbooks, finance, buildings and equipment, traditional and innovative technology, (<http://www.unesco.org/cpp/uk/declarations/linguistic.pdf>) [Accessed on 15 January 2009]. It is difficult to enforce this article when schools in Belgium are experiencing a financial deficit due to the budget cuts suffered in recent years (Javeau and Frost-Smith, 1984:442-444; Rynck 2005:5). At the Council of Europe level Phillipson (2003:92), described how a budget of six million Euros was allocated for the Year of Languages (2001) which was minimal compared to other projects like regional development and agriculture. The Netherlands is another country, which is experiencing a budget deficit and has being criticized for not enforcing the provisions of the Universal Declaration of Linguistic Rights because the government is not providing sufficient financial resources (<http://www.eurolang.net>) [Accessed on 15 January 2009]. However, one finds organizations such as the International Pen, a group of international writers (<http://www.internationalpen.org.uk>) [Accessed on 15 January 2009] which claims that limited resources and the specific language situations of each country should not be given as reasons for ignoring language as a human right.

These various conventions have other limitations, like the ambiguities in some of the articles. Taking the example of the European Charter for Regional or Minority Languages, France has refused to sign the Charter because it interprets the document provisions as going against its own constitution (Chaker, 2005:330; Phillipson, 2003:154). Calvet (2005) and Phillipson (2003), also mention that the European Charter for Regional of Minority Languages sometimes is not correctly enforced because of the individual government interpretations.

The result is that not every member state has signed or ratified the conventions related to the protection of linguistic rights. For example, thirty-three States have signed the European Charter for Regional or Minority Languages, but after ten years, only twenty-three countries have ratified this document (<http://languagecharter.eokik.hu/index.htm>) [Accessed on 15 January 2009]. Perhaps the initial period of enthusiasm pushing for a new world order in the 1990's, and the evolution of human rights to calm down

regional conflicts, as Kymlycka (2007) describes in his book, has some somewhat dissipated. In my opinion, most European governments, after experiencing constant and massive immigration, which has been linked to economic crisis, are seeking a homogeneous community within their geographical frontiers.

Thus, it is necessary to emphasize that despite the acknowledgement that there has been a revolution in the formulation of European policies protecting minority languages and that there is existent pressure from minority groups demanding their rights, one can see that, in practice, very little has been accomplished. I agree with Hogan and Wolf (2003:4-5) that minority language speakers represent a threat to the speakers of a majority language. In addition, the European Union can make efforts to maintain language diversity, but the increasing number of minority languages pushing for representation in the European Union makes this a difficult task to accomplish.

2.5.2. Language minority and immigrants in Belgium

According to Brussels' 1981 census, when the Foyer project started, Belgians were 759,418 and foreigners 237,875 from 997,293 inhabitants. The significant minority immigrant groups were Moroccans (57,874), Italians (35,809), Spaniards (28,156), Turks (15,820) and the rest were immigrants of different nationalities in smaller quantities (Leman, 1990:8). According to Belgium's Institute of National Statistics 2008, the Spaniards are 43,366 immigrants from which 19,562 live in Brussels. This number does not take in consideration other Spanish immigrants from Latin America who are another 5,927 immigrants (www.statbel.fgov.be). Leman (1990) described the two types of immigrants who were coming to Belgium from the early 1990s. The first group were financially well off and some of them were civil servants coming to Brussels to work for the European institutions and the second group are immigrants who originally came as guest workers and have decided to stay in Belgium (Leman, 1990:7; De Cock, 2006:2).

The immigrant policy has changed from the post World War II, starting in 1946; the Belgian government pursued several bilateral agreements with other countries. The objective was to invite guest workers to come to Belgium in order to work in the coal industry. Afterwards with the economic crisis of the 1960's the Belgium government started to put more restrictions on their immigration policies. Despite all these restrictions Belgium continues to be an attractive country for asylum seekers and unauthorized immigrants (Martiniello and Rea, 2003:1-3). Today immigrants have diversified the Belgian society and have contributed economically and politically to the development of the country, despite the failure of a sensitive integration policy for the immigrants (Martiniello and Rea, 2003:8).

2.5.3. Spanish immigrant minority

Spanish immigrants, the focus group for this research, came to Belgium in the early sixties as 'guest workers'. The immigrants were low-level skilled worker and were employed in the coal industry. Throughout the years, these immigrants decided to stay in this country. This group started to live South of the central train station (Byram and Leman, 1990; Jacobs et al. 1999:59, 74). Another group of Spanish speakers are coming from Latin America to Belgium as mentioned earlier in section 2.4.2. this document.

Although the Spanish language in Belgium has been an immigrant language and has had a low status, recent studies show that it is a language taught at some schools and it is becoming the fourth language mostly spoken after Dutch (Janssens, 2008:4). Thus, it is an interesting subject to study the development of the Spanish language in Brussels.

2.6. The Council of Europe provisions for a pluralist education

The European Language Portfolio (2001) and the *European Common Framework of Reference* (2001) do not take into consideration minority language speakers, or concepts like language diversity, language awareness, bilingual education, etc. which are usually integral to having minority language speakers in a classroom (Garcia, and Skutnabb-Kangas, and Torres-Guzman. 2006; Glen and de Jong 1996; Kalantzis, Slade and Cope.1996). The Council of Europe published the above-mentioned reference documents under the optic of people learning foreign modern languages and did not recommend any instructional approach (Council of Europe, 2001:18). I find this situation somewhat paradoxical in the sense that, on the one hand, European language policies were and are written in favour of maintaining a pluralistic society and language diversity (Council of Europe,2001:4), but when it comes to the design of European language reference documents and educational tools for assessment, the diversity of students is not mentioned. In spite of this, I have decided to focus on the impact of the European Language Portfolio on the Foyer Spanish minority students.

Within the Council of Europe context, there are two key objectives. The first one of the aims is to maintain a pluralistic society. The second one is to promote language education that is favourable to the development of the learner's whole personality and sense of identity (Council of Europe, 2001:1). Thus, I think that a person's mother tongue should be the first language learned in order to strengthen the student's sense of identity and facilitate the learning of other languages. According to the United Nations

Universal Rights, learning a mother tongue is considered a human right (Hogan and Wolf, 2003:4). However, one learns that in some societies there is an abyss between theory and practice because the opportunity to learn in one's mother tongue when the learner is a minority speaker is considered a privilege (Garcia, et al., 2006:4). According to Kalantzis et al., (1990:199), most language programs for minorities have restrictions in terms of funding, they are in many cases subsidised by the private sector, and courses are offered after school hours.

According to Extra and Gorter (2008:38), the Council of Europe has taken the principle of subsidiary, an organising principle in which matters ought to be handled by the least centralized organism, when it comes to the language policy issue. The European Union shows a strong commitment to pluralism on the following language issues:

“The status of EU languages as official and working languages, the use of EU languages by and within EU institutions , translation services and terminology harmonisation, language learning and teaching, and the protection of language diversity” (Extra and Gorter,2008:38).

2.7. Bilingual education in Europe

One approach to learning more than one language is through bilingual education. Unfortunately, when connecting the concept of minority speaker and bilingual education, the reference is to the mainstream of minority speakers learning the dominant language (Glen and de Jong, 1996:650-651; Garcia et al., 2006:17-19). Bilingual education in this thesis is regarded as the learning of two languages (Glen and de Jong, 1996:649). However, one finds bilingual systems that do not provide the same status for each language, and the learning of another language depends on the nation's specific situation (Garcia et al., 2006: 30).

Thus the idea of adopting bilingual or multilingual curricula in European schools is more the exception than the rule, unless the country enjoys a particular bilingual situation like those found in Belgium (Baetens-Beardsmore, 1986), the Basque country (Exteberria, 2006), Luxembourg, (Davis,1989), Wales (Edwards and Newcombe, 2006), and in elite schools such as the European Schools (Baetens-Beardsmore,1995). In addition, each particular country handles bilingual education in a different manner and is not saved from conflict. Some examples are Belgium and the linguistic disagreements between the French and Flemish speakers (Deprez, 1989), Luxembourg with its national language becoming a minority language (Davis, 1989) and Wales, with the use of Welsh in the public and private sector (May 2001).

Minority students' education is explained in this inquiry using Shohamy's (2006:97) three multicultural models: assimilative, recognition and interactive. The assimilative model was the first one to be used with nation-state building where, through mass education, people learned one national language. With the recognition model, schools acknowledged that there were other linguistic groups in their classrooms and people were encouraged to maintain and cultivate their culture. The interactive model I find to be the ideal one because it is through the interaction between majority and minority groups that each group enriches the other. In my opinion, this model helps create multilingual societies because each language enjoys the same status.

Shohamy explains that the recognition and interactive models are the most difficult to accomplish because dominant language groups like to preserve their place in society and, in general, do not learn the minority languages of a country. Consequently, the model of education that most societies exercise is the assimilative. Minority language speakers are encouraged to learn the dominant language and are expected to integrate into society (Shohamy, 2006:97). Contrary to Shohamy's opinion, Kohonen (2001:8) thinks that with the use of internet networks, society will have the opportunity to learn different languages and consequently they will favour a multilingual education. I believe that in order to change monolingual schools into multilingual schools, there has to be a desire on the part of society and language policies must support this change.

Retaking Shohamy's (2006:171) interactive model to construct a multilingual education seems to be the ideal one, because as she argues, we are multilingual societies living in a global world. She said, "immigrants and other groups continue to construct meanings in the most creative ways, holding multiple identities and using multiple varieties of languages, especially in the current era of transnational world. She projects the "imagined schools" as a place "where students obtain legitimacy for multilingual competence or strive to acquire it as a reflection of multilingual realities" (ibid, 2006:173). It is necessary that educational systems recognize that society is changing and thanks to technology, communication and cultural exchange are becoming easier daily activities.

2.7.1. Bilingual education in Brussels

Brussels uses the assimilative language-teaching model that was enforced with the creation of the 1962 Language Law, a strict rule that requires the teaching of two languages, French and Dutch. It is very difficult to implement a multicultural program that includes the teaching of a mother tongue to a language minority group. It is done in some cases through the creation of pilot projects such as the Foyer Bicultural Project (Byram, and Leman,

1990:1) which is subsidised with special government funds, teaching resources and volunteers. This type of bilingual project exist inside the framework of the OECT (Onderwijs in eigen taal en Cultuur- Classes in own language and culture). Cock, 2006 explains that this extra effort to provide mother tongue education to foreign children is to help them learn Dutch more smoothly and thoroughly. She adds that if a schools wants to promote this type of project it needs permission from two thirds of the immigrant's parents (p.3).

Brussels is a bilingual city where public services are available in the two languages. However, French is the language that dominates on the streets. When it comes to the Belgian school system, it is divided between two Ministries of Education: Flemish and French. What follows is a quotation that explains the linguistic division in schools:

"In Belgium, strict language laws have to be obeyed. Schools are forbidden to use another language of instruction other than the one, which is legally allowed. Law consequently does not permit migrants' children to study in their own language" (Deprez, 1989:49-50).

Immigrants have played a role in the use of the French language in Brussels. People coming from the Maghreb countries, Turkey and, more recently, the Balkans have introduced a large group of generally lower educated immigrants who therefore obtain lower paying jobs. Some Immigrant children enter into the Belgian educational system already able to speak French (De Cock, 2006:2). In addition, the French language might be easier to learn if a person's mother tongue is Spanish or Romani (Janssens, 2001; <http://www.foyer.be>) [Accessed on 15 January 2009].

Regarding the Spanish immigrant students, they have special needs for learning the Dutch language. Literacy skills are one of the difficulties, which is present in some Spanish-speaking students. Blommaert, Creve and Willaert give examples of Spanish speaking children who have problems reading and writing Dutch because they use their Spanish literacy skills when pronouncing or writing this language. One example of this learning situation is when a student has a problem with the personal pronoun "je" (you in English). He associates the grapheme (j) to the phoneme (x) as in Spanish and not to (y) as it is in Dutch (2006:17). Another student when he wrote words on the blackboard, he looked at pictures and then wrote down the terms corresponding to the images--terms that were entirely known to him. In this reverse exercise from image to sound to grapheme, the student wrote the Dutch phonemes with Spanish graphemes (Blommaert, Creve and Willaert, 2006:50-51). It is important to acknowledge that Dutch have been more tolerant compared to the French with the adoption of foreign words into their vocabulary. They borrowed words from the Latin, Greek, French, German and English language. In addition, the Dutch language has two

different orthographies, one for the native words and one for the non-native words making the literacy skills for young readers a difficult task to accomplish (Bossman, Graff and Gijssels, 2006:137). The portfolio can be an effective tool to help recognise the spelling mistakes as one student expressed it during an interview:

“Me ayudo (refiriéndose al ELP) a recordarme las lenguas que aprendí. A las experiencias que tenía en varias lenguas. Por ejemplo el francés lo conozco muy bien. En segundo puesto, el neerlandés lo conozco también un poco bien. Pero tengo problemas de escritura, tengo faltas” (extract from interview, ibis eremite, appendix F, section 008, p.177).

English translation:

It help me (referring to the ELP) to remember the languages I have learned. In addition, to the experiences I had in different languages. For example French, I know it very well. In second place Dutch, I also know it well but I have problems with the writing, I have mistakes.

Education policies need to change in order to provide a multicultural education, which is not an easy task because of the many immigrant languages. Since the early 1960's Brussels' minority languages include Italian, Turkish, Moroccan and Spanish (Byram and Leman, 1990: XI; Leman, 1993:88), which makes it a challenge to provide mother tongue education. However, as Byram and Leman state:

“Every extension to another school or another ethnic group (referring to their multilingual project provided by Foyer) brings new problems and insights; changes in patterns of immigration and settlement will require new responses and modifications to existing practices,” (1990:5).

I believe that society needs to make efforts to provide language equality among the contact groups, including the Flemish minority, in a given territory in order to continue to support a pluralistic society. Perhaps a language portfolio is the ideal tool in order for the students to express their opinions about their language experiences. One can read their positive opinions about the ELP on chapter four and five this paper.

However, Nelde (2000:443-445) will disagree the idea of a pluralistic society because he thinks that symmetrical multilingualism in Europe cannot be proven due to economic and political factors. Thus, one needs to wait and see what direction European language policy will take.

2.7.2. The learning and assessment of Foyer students

The Foyer project (1981) was created to help minority linguistic children integrate into their host country, Belgium (Leman, 1990:10). This organisation, in the early sixties, was a youth centre managed by volunteers. In this centre, there was a kitchen and television where young people could come and feel welcome. Later in the early eighties, it became a social service to welcome new immigrants and the idea of multilingual education emerged (www.foyer.be) [Accessed 4 November 2009].

Today this project promotes a multilingual-multicultural education system to Spanish, Italian and Turkish language minority groups in Belgium. It also seeks out different schools that are willing to integrate their minority language students and allow them to receive mother tongue instruction. In addition, this project organises school vacation trips during which the students spend some time with Flemish families, in order to practice the language. These families are volunteers who welcome the students into their houses for a period of one week.

During the first three levels of nursery school, the Foyer students spend fifty percent of their academic time in their native language, Spanish. They spend the other fifty percent of instructional time in Dutch with the rest of the schools' pupils. Later, in first and second grade, the students study fifty percent of the time in Spanish and then less than forty percent of the time in Dutch but never with the rest of the students' population. They only meet the rest of the school's students twice a week. The third, fourth, fifth and sixth grade students study Spanish for three hours a week and the rest of the academic time, they spend with Flemish-speaking students. Students are provided with special educational assistance after school hours, called the "Studie", during which they can do their Dutch homework. Parents are obliged to come during the evenings to learn Flemish in order to help their children with their integration into the school.

From this study, some of the Hispanic students are six from Spain, and nine are from Latin America. In appendix B, tables (1) and (2) describe the students' gender, age, nationality, language(s) of instruction, languages spoken at home and whether they are learning a fourth language. I replaced the students' names with Spanish bird and flower names in order to protect their privacy.

The participating teachers for my inquiry are two women, Spanish native speakers, who have also immigrated to Belgium. Both teachers have some lexical peculiarities when speaking the Spanish language. One of them speaks Latin American Spanish and the other Castilian. For both teachers, the 2007-2008 is their last academic working year in the institution due to the difficult working conditions, e.g. low wages, temporary work contract, lack of adequate facilities for teaching, and communication problems with the

Flemish teachers. The Spanish teachers do not speak Dutch and vice-versa.

The Foyer minority language students who are part of this research are assessed in this project using Cummins' concepts of Cognitive/Academic Language proficiency (CALP) and Basic Interpersonal Communication Skills (BICS) (Leman, 1997:133). The idea behind these concepts is to prove that the same differences in language operate in L1(native language) as in L2 (acquisition of a new language). Therefore, as Cummins explains, it takes minority language students "considerably longer to attain grade/age-appropriate levels of CALP," (Cummins and Swain 1986:152). Just as in L1, pupils take longer to learn academic language.

Danesi (1990), a language testing expert, evaluated the Foyer' Italian immigrant students and contributed to Cummins' theory by adding literacy from the mother tongue as an essential component. He believes in instruction that promotes proficiency and literacy in L1, because the learners will make the transfer of this proficiency and literacy to L2, provided there is adequate exposure to L2 (either in school or in the environment) and adequate motivation to learn L2 (1990:66). Leman (1997:128-129), director of the Foyer project, supports Danesi's theory by explaining how, for all the children (from the Foyer Project), after three years of nursery school "their informal knowledge of their mother tongue is better than their informal knowledge of Dutch (BICS)." Then he adds that the same result also applies to formal academic linguistic ability (CALP).

Danesi, (1990) adds that research done by Cummins, 1984 shows that immigrant children require, on average five to seven years to approach grade norms in L2 academic and literacy skills; and show peer appropriate L2 communication skills about two years after arrival in the host country. Consequently, he explains the importance for the Foyer project to take into account the CALP (literacy related skills) and the BICS (discourse skills dimension) for any assessment done on their students (1990:69).

Educational systems have their own views and methods for assessing intelligence and language proficiency on all students. For some people, the cultural differences can be minor but it is still important to take into account the differences that exist when a child is not a native speaker in order to provide equality and quality of education. Thus, projects such as the Foyer understand the barriers that the students are facing and provide mother tongue education to make a difference with the lives of these language minority students.

The following section is about the idea of using a portfolio as an alternative form of assessment. This section looks at the use of the portfolio from an

international perspective. Although the use of the portfolio has not become an immediate solution to the assessment problems, many of its users have had a positive experience on self-evaluation.

2.8. Portfolio Assessment

In some cases when a student obtains a test a score of 15/20, it does not say much about how the learners have applied their new knowledge. There is very little information on the five errors s/he made on the test. One does not know if the mistakes involved essential items for the student to learn nor how his/her grade compares to the rest of the class. This is an example from Andre Gagneux (2002:15-17) who, within the French educational context, criticizes the formative and summative evaluation systems for being very poor sources of information about the students' learning progress. He adds that when the student obtains a few bad grades then s/he puts away the tests and moves on to the next lesson without bothering to find out what went wrong, little by little creating gaps that can harm the student later on.

Evaluation experts such as Tagliante (2005), Farr (1998), and Dore, Michaud and Mukarrugagi (2002) are a few of the many authors who believe that a portfolio is an excellent way for learning and teaching. The portfolio is an alternative form of assessment that experienced its height during the 1970's, and since the 1990's it is experiencing a revival (Kohonen, 2001:1; La Celle et al, 1984:55; Koretz, 1998:312). The word "portfolio" for some is defined as the dossier of competences, a file for various different kinds of work. In the case of the European Language Portfolio, it is a type of assessment in which the students do self-evaluation about their learning progress and they are able to collect the various diplomas and certificates as evidence of their language proficiency (Little and Perclovà, 2001:1). According to Weiss (2000:12), the portfolio has been associated with times of crisis within the educational system, and it has been used as an alternative to traditional forms of evaluation.

Standardised tests do not give much information about the students' learning capabilities, while the portfolio assessment method allows the student to collect valuable information about his/her learning capabilities from formal and non-formal education (Grady, 1992; Genesse and Upshur, 1996; Valdez-Pierce and O'Malley 1992:1). The advantages of using the portfolio assessment with language minority students are that it gives the students the opportunity to become aware of how they learn and by so doing, gives them more autonomy in the learning process, rather than the continuous feeling of failure when using only standardized test forms (Valdez-Pierce, O'Malley 1992. Navarrete, Wilde, Nelson, Martinez and Hargett, 1990).

Grady (1992:11) believes that portfolio assessment was born from this philosophy of a need for a change and the necessity to consider the

students' participation in their learning process. The portfolio, as an assessment tool, has never become standardised by its users, and it has been in and out of fashion over the last thirty years. The revival of the portfolio assessment in the 1990's was due to the disillusionment of testing services and that the learning material was focused on the preparation of standardised tests, while omitting other important learning subjects (Grady, 1992:15; Koretz, 1998:312-313).

In Canada and South Africa, one finds examples of the use of portfolio. In both cases, the portfolio has been an idea borne from a teacher's need of assessment. In the case of Canada, it was a way to get away from commercial tests. As for Africa, one of the objectives has been to assess prior knowledge of the students. The objectives of the use of the portfolio were not to standardise the results of the assessment or to provide validity and reliability like traditional forms of assessment. These portfolios were used to help students with their learning process, for the teachers to be aware of the prior knowledge of the students, and as a means to inform parents about their children's progress (Anderson and Bachor, 1998: 353-379; Shalem and Steinber, 2002:425-448). In the United States, there are two known portfolios: the Vermont and the Kentucky portfolios. These portfolios differ from the European Language Portfolio because they are designed to respond the state's educational problems, and they are taken into account in the assessment process (Fontana, 1995:25; Koretz, 1998:315-316).

Inside the Council of Europe, there is the European Language Portfolio, an assessment tool created to help a learner with his/her own learning process and awareness of his/her proficiency with languages. It can be a beneficial tool as it provides the learners with a blueprint of their language knowledge not only from what they have learned at school but in places like home, church, neighbourhood, etc. The portfolio type of language assessment is different from traditional forms because it is possible to write down all the linguistic experiences that take place inside and outside the school curriculum (Kohonen, 2001:5, 1999:9; Little: 2002:188).

The European portfolio assessment has been successful in pilot programs in countries such as Switzerland with 7,000-10,000 ELP users and Holland 4,487 ELP users. These countries show the highest number of participants for the implementation of the ELP. Unfortunately, Belgium is not even mentioned in the Council of Europe ELP pilot evaluation report (Scharer, 2000: 32-51). The objectives for this portfolio assessment are somewhat different from the United States and other countries, because the aim is to use the ELP as a self-reflection tool for all aspects of language learning (Behrens, 1998:4; Tagliante, 2000: 57).

Nevertheless, alternative assessments like the ELP are here to complement the existing evaluation forms and to help learners with self- reflection about their learning process (Little and Perclová, 2001: 55-57).

The following section focuses on a description of the *Common European Framework of References for Languages* (2001) which serves as a reference guide for teaching, learning and assessing languages and it is the guide for the ELP's proficiency language levels.

2.9. The CEFR and the ELP

The European Year of Languages, 2001 was the year for the European Council to present two key documents. The first was the *Common European Framework of Reference for languages: Learning, teaching, assessment* CEFR (2001), a document that serves as a guide for teaching and assessing languages across the European Union. Although countries like Russia and Japan have also used it (<http://www.coe.int/portfolio>) [Accessed on 15 January 2009], the main objectives of this framework are to standardise the assessment of language learning in Europe, protect language diversity and therefore, help with the free movement of society within the European Union. It “will assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts,” (Council of Europe, 2001: 4-5).

The Council of Europe has invested a great deal of energy and financial means into the creation of the *Common Framework of Reference for Languages* and its assessment tool the *European Language Portfolio* (Scharer, 2006:5). The *Common Framework of References for Languages* (2001) (CEFR) was created to fulfil the following objectives:

“That the rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed, and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding;

That it is only through a better knowledge of European languages that it will be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and cooperation, and overcome prejudice and discrimination;

That member states, when adopting or developing national policies in the field of modern language learning and teaching, may achieve greater convergence at the European level by means of appropriate arrangements for ongoing cooperation and coordination of policies” (Council of Europe, 2001:2).

In addition, the Council of Europe through the CEFR has created six level benchmarks, which standardize the process of language(s) learning and assessment. “It is indeed a major advantage of a set of common standards such as the Common Reference Levels of the framework that they make possible to relate different forms of assessment to one another” (Council of Europe, 2001:178). These six levels of language assessment are:

“A1 (Beginners). It is considered the lowest level of generative language use-the point at which the learner can interact in a simple way ask and answer questions about themselves, where they live, people they know, etc.

A2 (Waystage). It is at this level that the majority of descriptors stating social function are to be found, like use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges, etc.

B1(Threshold). It is categorise by two features. The first feature is the ability to maintain interaction and get across what you want to, in a range of contexts. The second one is the ability to cope flexibly with problems in everyday life.

B2 (Vantage), It is intended to reflect the Vantage Level specification. The metaphor is that, having been progressing slowly but steadily across the intermediate plateau, the learner finds he has arrived somewhere, things look different, he/she acquires a new perspective, can look around him/her in a new way.

C1 (Effective Operational Proficiency). This level is good access to a broad range of language, which allows fluent, spontaneous communication.

C2 (Mastery). It is to characterise the degree or near native-speaker competence” (Council of Europe, 2001:33-36).

The European Language Portfolio includes the above-mentioned benchmarks for the learners to self- assess their language learning. I think it is an ambitious project to assess language learning in the context of this framework. Throughout the CEFR guide, one finds the language competence descriptors from each level asking the users to evaluate themselves based on the comprehension of a standard communication as the following examples from the CEFR (Council of Europe, 2001) show:

“Can understand the main points of clear standard input on matters regularly encountered in work , school, leisure, etc (p.24).

I can understand the main points of clear standard speech (p.26).

I can understand the majority of forms in standard dialect (p.27)

Understand in detail what is said to him/her in the standard spoken language” (p.35)

There is apprehensiveness as to how one determines what a standard

speech is. It is a concept that varies from one culture to the other. In addition, the European Union is opening its frontiers not only geographically, but also culturally. This includes different societies which not only have other standards for teaching and learning, but different educational resources such as Poland. This country approved the right to a free education for all of its citizens, younger than eighteen, until its 1997 constitution (<http://www.undp.org.pl>) [Accessed on 15 January 2009]. Thus, the comparison of Poland's level of education with other Central European countries proves very low. The Council of Europe approach is that two systems will use the same criteria, and be compared to the same assessment descriptors for measuring language competences (Council of Europe, 2001: 178-182).

Despite the concerns whether one common framework can be used in countries with different educational standards, I would like to think that the CEFR was designed as a guideline for auto reflection and exploring other teaching and learning methodologies. Some CEFR advocates are language experts such as Byram (1997:25-26), who thinks that having a guidebook is a "great acquisition", and adds that it will help with the idea of European citizenship and the mobility across frontiers. Many of his writings published by the Council of Europe, Language Political Division relate to the positive aspects of the CEFR and the ELP within the intercultural competence context (Byram, 2003, 2004, 2007).

Another evaluation comes from Baker (2002:1), who considers the CEFR as "a valuable resource to encourage a width of reflection". However, he adds that the book has a weakness by failing to indicate the sources of information from international scholars. He concludes that the general bibliography is "heavily Eurocentric" with much attention focused on the Council of Europe publications (2002:3).

From the teachers' viewpoint, there is a concern that the use of the CEFR (2001) will fence in linguistic research and people will follow on the CEFR recommendations uncritically. In addition, the other concern is that for hard-pressed teachers who already feel overwhelmed with the responsibilities of covering a curriculum, preparing students for a test and teaching them necessary job skills might not be possible to achieve within specific guidelines. Trim,(2005:1-9) authoring director of the CEFR, responds to the teachers' apprehensions by saying that the CEFR is just to help teachers to reflect on their work independently if they are undergoing difficult circumstances, and that this guide might help them to become effective teachers in their own circumstances. He continues by saying that research will not stop because the CEFR is not to be seen as instructions to be followed blindly but only as document to serve as a guide. He concludes that this framework is necessary as there are many educational structures which are resistant to change. They like to keep their values, beliefs, ideas and

working practices while global society is in demand of other practical skills.

McNamara (2001:341), within a political context, has a negative view of the framework by stating that it only makes the work of teachers even more complicated:

“Such frameworks often disguise their true managerial and policy-serving purpose as they are presented to teachers as solutions to some of their curriculum and assessment needs, and hence of benefit to learners. Teachers are often co-opted into the genesis of such scales and consultation with teachers is used as part of an effort to ‘validate’ such scales, that is, to ensure their political acceptability, in other words their face validity” (ibid 341).

Independently of some negative opinions, one encounters that the Common European Framework of Reference can provide language experts, researchers, and teachers with a guideline to what language learning, teaching and assessment should be in modern day teaching. Yet, it is important to acknowledge that these recommendations were designed from top to bottom. Thus a language teacher needs to make the necessary adaptations based on the region’s culture and resources. The CEFR should not be a tool to perpetuate Shohamy’s assimilative model described on p. 38 this document.

2.10. Is it necessary to standardize?

At the Intergovernmental Symposium held at Ruschlikon, Switzerland (1991), the Council of Europe expressed the need to standardise the learning, teaching and assessment of languages based on three elements. First, the Council of Europe proposed common levels of language learning and assessment to promote and facilitate cooperation among the different institutions across the European Union. Secondly, it called for all the countries to have the same basis for language qualifications. Thirdly, it stated that this framework could serve as a guide for teachers, course designers, assessment personnel and educational administrators, who will be able to coordinate their efforts (CEFR, 2001:5-6).

Trim (1999:8) thinks that within the context of the European Council, the reason for a Common European framework is to help teachers with their work, and to promote language diversity and prevent English from becoming the “universal second language” for language learners. He was a member of the team of language experts, along with Sheils, Coste, and North who wrote the first draft of the Common European Framework (Trim 2007:44). In addition, the CEFR has received support from Byram, the adviser of the Language Policy Division, Council of Europe (2003, 2004, and 2007) and Sheils, head of the Modern Language Division, Council of Europe, and

Alderson (2002) who have all written articles advocating the usefulness of this document.

Contrary to the above opinions, Alain Verreman, a member of the Association of Modern Language Professors, warns that language learning should not be reduced purely to the mastering of linguistic tools.

“Mais réduire les capacités acquises à la maîtrise d’outils purement langagières, c’est limiter le but de la formation scolaire à celui de façonnement d’instruments et non plus de la formation générale de sujets libres, de citoyens aptes à juger des choses et des gens” (2005 :1-2).

English translation:

However, to reduce the acquired skills to a mastery of purely linguistic tools is to limit the goal of education to that of design of instruments, and no longer to the overall education of independent subjects, by citizens suited to judge things and people (my translation).

Within a theoretical framework, Foucault might agree that having one common language policy for the whole of Europe can be considered as a form of governmentality. Foucault (1977:83) describes the functions of the State as a set of governmentalities that invade humankind. Taking Dean’s (1999) interpretation of Foucault’s governmentality, the government has for an objective the well being of the population, which includes but it is not restrictive to securing people’s health, welfare, prosperity and happiness (p19). Thus, it can be assumed that Foucault theory of governmentality is universal and applicable to every structure on which one is living in. In this case one has a supranational institution, the Council of Europe, which provides language policies with the objective to preserve the European culture among other things.

2.11. The European Language Portfolio

The portfolio is a tool that provides a formative, as well as a summative evaluation for the learners. One way of doing the formative assessment with the ELP, it is making students aware of the different activities they can do while learning a language. It is through the language biography that the learner can assess him/herself. Summative assessment occurs when the students have questions in the section of the language dossier, which is an exercise the learners can do throughout the year. In other words, a question s/he could not answer during the first time might be able to respond later, in the middle or at the end of the school year. In this way, the ELP serves as a knowledge pyramid. The following paragraphs describe the three ELP sections.

“The passport is a form of record for the learner’s proficiency in different

languages during his/her period of studies. It is designed to facilitate the information about assessment for example, who and what was done based on the standards of this Common European Framework of Reference.

The language biography helps the learner become involved with the planning and assessing of his/her own learning process. The learner can say what he/she is able to do in a language and write down information on his linguistic as well as cultural experiences. The learner will have to read the different language proficiency descriptors and be able to judge his/her language level of proficiency.

The language dossier (record) is the section where the learner collects to illustrate the experiences of learning a language" (Little and Perclová 2001:1).

The ELP is a unique tool whereby learners are able to share their prior knowledge and become aware of their learning process. It can be a cognitive map for the learners/users, and they will understand the learning requirements for achieving a mastery level in a language. However, it is difficult to understand how this tool can become standard when the ELP models from different countries present wide differences in their content and format.

The ELP was conceived also as a tool to develop a learner's autonomy. Little (1990, 2004 and 2005) explain that the ELP becomes property of the language learner in order for him/her to plan, monitor and evaluate his/her language learning. In addition, he explains how a teacher becomes an expert, a guide and a mediator in the learning process. At the end, he states, language learning becomes our responsibility.

The following section is about the ELP for refugee learners. It is included in this research as the participant students are first and second generation of immigrants and whose language has a minority status in Belgium. In this way, one is able to understand what adaptations are needed to make the ELP user friendly to an immigrant population such as the Spanish living in Brussels.

2.11.1. The European Language Portfolio and refugees

The focus for this research is on what is the impact of the ELP on a group of Spanish minority students? Although, this group of students cannot be considered refugees but immigrants who come to Belgium for various socio-economic reasons, I thought to include the description of the ELP for refugees because it is a model that resembles similar learning needs compared to immigrants. There is very little information in terms of the use of the ELP and the refugees. The Refugee Language Support Unit (Council of

Europe, 2000) has a section with the descriptions of a number of benchmarks for dealing with non-native speakers of the English language. David Little, acting Director of the Refugee Language Support Unit, states the difficulty of developing specific objectives for immigrant children because each child has a different learning rhythm (Refugee Language Support Unit, Council of Europe, Sept. 2000) (no page number available).

Some specific learning conditions need to be developed for The ELP for refugees because, as they come to a new country they are dealing with quite stressful situations while simultaneously looking for places to live, work, study, and trying to communicate with other people, etc. McPherson (1997) states 'Refugee learners often experience feelings of displacement and loss of independence and control,' (quoted in Little, Simpson and O'Connor 2002:54).

Maintenance of the mother tongue is a difficult task. Generally, when an immigrant comes to the host country there is tremendous pressure to assimilate into the dominant cultural group. Therefore, I believe that there is a need for an ELP model designed for immigrant learners. An ELP model that includes specific questions that will help the learners reflect on the importance of keeping their mother tongue. Kalantzis, Slade and Coe (1990) discuss assessment of minority linguistic groups and give many examples of how immigrants, at the end of many projects in which they hope to maintain their mother tongue, end up adopting the host country's language. It is an example that shows the threats on how one can perpetuate the 'assimilative model' discussed before on p. 37 this document.

Moreover, there are very specific elements for children who undergo adaptation to a new country, language and culture. Unfortunately, the language portfolio lacks any reference(s) to these issues. For example, there is not any section about the non-verbal communication or guidelines on the importance to maintain a mother tongue, just to mention some examples. In addition, the ELP does not address the problems of language status or the issue of majority vs. minority speakers. I believe this information is significant in order for a learner to understand the culture of the language s/he is learning. These are elements necessary if a society attempts to integrate Shohamy's (2006:97) recommended "recognition and interactive models"

Little, et al. (2000:54-61) in a response to these existing problems, underline that the ELP is a tool that can help refugee students become more autonomous. He says that the classical curriculum is designed for a 'typical' learner. Overall, it does seem that the ELP is a good tool for assessing the learning of language(s) because it is a self-evaluation activity for the learner. The ELP changes the role of the teacher and the learner. This document objective is to make the learner a participant in his/her own learning process.

Simpson and Little (2000), in different articles, express the need to work out a portfolio for the refugees. Today, there is a *Standard Adult Passport* for the adult immigrants in Ireland, which has two specific objectives, first to make the adult aware of his/her knowledge of a second language, and second to help him/her to develop autonomy. In addition, this document is geared toward the adult learner to help him find a job or enter vocational training.

Sheils, an expert from the Modern Language Division at the Council of Europe, affirms that the ELP is intended to promote linguistic diversity and support individuals in diversifying their language learning (2004:168). The objective is that any learner studying a foreign language will use the portfolio.

2.11.2. The ELP developing language and cultural self-awareness

Intercultural awareness is defined here as the knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the world of origin and the world of the target community (CEFR, 2001:103). Intercultural awareness is considered a very important aspect of foreign language learning (Kohonen, 2000b:15). Holliday, Hyde and Kullman (2004:21) explain that this task is somewhat difficult to accomplish because sometimes people generalize about other cultures, or engage in stereotyping and otherization. Holliday, et. al. (2004) suggest that one should avoid patronizing other people based on preconceived ideas.

Kohonen (2000b:15) thinks that the ELP is a cultural self-awareness tool. He states that when it comes to measuring language learning outcomes teachers usually think of “performance and proficiency tests”. However, he adds that there is something called *invisible learning outcomes*, which a teacher usually does not see when evaluating the student’s performance. Kohonen believes that students usually bring with them “their personal properties and beliefs and assumptions of language learning which they have acquired as part of their learning biographies in their families and in school,”. Unfortunately, when teaching a language, teachers do not take into account the students’ experience and history. Below follows some examples of these invisible learning outcomes from Kohonen (2000b:15) which are “essential for the development of language competence and motivation”:

“Commitment to an *ownership of one’s language learning*;

Understanding of oneself as a language learner and a language user in terms of beliefs about language use and one’s role as a learner, and

Understanding of one’s cultural identity, and what it means to become and

intercultural speaker” (ibid.15).

The CEFR (2001:5,105-105) in relation to this subject, states that when a student acquires a new language, s/he also acquires a new culture. This framework provides a list with helpful tips for teachers in all the different language competences.

Besides the benefits mentioned above, this assessment tool also has some limitations. Two key problems are addressed in this study in terms of the intercultural awareness’ subject. First, the users’ guide for the ELP offers general advice on intercultural communicative competences, like the above examples, yet they are stated in an abstract form, more like an invitation for teachers, educational administrators and policy makers to think about this topic. Unfortunately, it does not address the problems that exist between majority and minority speakers, the existence of languages with high and low status, the heterogeneity of many European classrooms, and the immigrant population. Secondly, the linguistic biography includes questions concerning intercultural awareness. For example, it asks the learner with whom s/he practices the language, yet the ELP guide for teachers and teachers’ trainers does not refer to this subject. Therefore, this disparity in the documents might cause confusion among the users of the European Language Portfolio.

Intercultural awareness is a difficult task to accomplish in a classroom. Some teachers are not trained to teach in a multicultural environment and consequently do not teach the ‘cultural tools’ (referring to Vygostky’ theory) needed for a better learning experience. According to Stetsencko and Arievitch (2002:87), these cultural tools are acquired through interaction with others and when children learn to master these tools, they become capable of solving problems and consequently, become competent members of a society. The Foyer project is an example about the use of these cultural tools as one teacher explained to me how her students go to the Flemish students’ class and share their culture with others.

“Como por ejemplo hacemos piñatas, fiestas y luego se los enseñamos a los demás niños flamencos quienes aprenden sobre otras culturas. Así los niños del proyecto se sienten orgullosos de su cultura y los otros niños flamencos se enriquecen aprendiendo en un ambiente multicultural.”
(Extract from interview with T3, appendix D, p.170)

English translation:

For example, we do piñatas, parties, and then we show them (the activities) to the Flemish children learn about other cultures. In this way, the project children feel proud about their culture and the other Flemish children become enriched by learning in a multicultural environment.

This is an invitation to reflect upon the need for less policies and more communication between language groups in order to better educate our children for the future.

2.11.3. The ELP as a self assessment tool

The CEFR (chapter nine) gives recommendations on how a learner can do self-assessment of his/her language learning. The CEFR states, “Research suggests that provided “high stakes (e.g., whether or not a learner will be accepted for a language course) are not involved, self-assessment can be an effective complement to tests and teacher assessment” (CEFR, 2001: 191). Then it adds that accuracy for this type of assessment improves when descriptors of languages competences and/or skills are clear and when it relates to specific experiences from the learner (CEFR, 2001:191).

The ELP is more specific about the benefits that self-assessment bring to the students in the sense that it helps the learner to acquire ownership and autonomy within his/her learning process (Little and Perclová, 2001:3). Self-assessment is the core of the ELP as it is with this tool that learners/users become aware of the learning process and consequently become responsible for their learning.

Little (1999, 2002, 2005) and Kohonen (2000a, 2000b 2001) show the benefits of self-assessment with the use of the ELP. Little (2002) offers solutions to the frequent criticism regarding portfolio assessment as an unreliable tool. First, he says that learners, with the use of a portfolio, become aware if they can perform a specific task or not. Secondly, a teacher will know if there are serious discrepancies between the learner self-assessment and the scores from the test. Thirdly, he suggests that the more a learner practises self- assessment, the better s/he will become for evaluating his/her own progress.

Kohonen refers to Little’s (1999) article when he says, “students do not become autonomous learners simply by being told that they are now in charge of their learning.” He adds that in order to achieve this autonomy, students need “appropriate knowledge skills and motivation” (Kohonen: 2000b:16).

Kohonen (1999, 2000a, 2000b and 2001) proposes some foreign language learning goals that can help learners achieve this ownership and autonomy. He groups these goals into three broad headings:

“Task awareness: understanding language as a linguistic system and learning the necessary communicative skills; meta-knowledge of language at the various levels of linguistic description;

Personality awareness: personal identity, realistic self-esteem, self-direction and socially responsible autonomy;

Process and context awareness: management of learning processes towards self-organized language learning; strategic and meta-cognitive knowledge for reflection and self-assessment; social skills”

(1999:35; 2000b:16 and 2001:35-36).

Task awareness and process and context awareness are often objectives that are included in a teacher's instructional plan. On many occasions, teachers have a script with what the answers should be when asking students a question. In general, it is what they have written in their instructional lesson plan. There is not much time for open discussion and awareness of how the learning process works (Tharp and Gallimore, 1991:58; Edwards and Mercer, 1987, quoted in Gipps, 2002:79). Regardless of this problem, there are many curricular programs loaded with learning objectives and teachers feel pressured to prepare students for standardised tests. Learners of a foreign language rarely understand what the expectations of learning a new language are. When learners discuss their learning process, they usually do it in broad terms such as, “I can speak a little bit, and I can conjugate most of the verbs”. However, few of them will have a global idea of their learning process.

As to the goal of personality awareness, it is important to reflect that educational systems have been based on assimilation, whereby every student needs to adapt to the proposed curriculum. On very few occasions, teachers take into consideration the prior knowledge of the students. It seems that a learner's prior knowledge has been taken over by the school's standardised knowledge (Pepin, 1998:182). The wanted autonomy from learners will come when educational practitioners allow the space, environment and time for the learning process to take place.

It is worth reading Wells' (2002:201) suggestion of building a community of inquiry, in order to take Kohonen's proposed goals one-step further. He proposes that learning should be a matter of a constant dialogue in order to arrive at shared knowledge of the truth. Learning takes place through

“a collaborative knowledge building, that is to say, through the action on the object that is the focus of the joint activity and through the dialogue in which the participants make sense of, and evaluate new information, relate it to what they currently believe, and use it to guide action and enhance understanding of the matter at issue, “(ibid. 201).

From a practical point of view, there are many varied opinions about this new self-assessment tool. For example, Goullier (2005:100) thinks that teachers are far away from the auto-evaluation concept. He hopes that with the help of the CEFR and the ELP and with constant practice by teachers and learners, self-assessment will become an accomplished objective. Some pilot projects done in Europe do express the importance of how the ELP enhanced the learners' motivation and helped them reflect on their learning experiences. In addition, teachers admitted that with the use of the portfolio they were able to reflect about their teaching methods and find out what other tools work best for teaching languages (Little, 2005: 330-331; Scharer, 2007:5).

In the case of Russia (Siberia), the use of the ELP during its pilot phase (1998-1999) for self-assessment was not so successful because the learners and teachers were not culturally used to this type of evaluation. Participants thought that the descriptors were not clear enough and that the descriptors did not take into consideration the different "social-cultural background of the learners," (Kurliand, 1999:53; 2005:15).

The Language Policies for a Multicultural Europe, Final Evaluation Report (Scharer, 2000:10) reports that 30,000 persons participated to the ELP pilot implementation project. They were from fifteen countries and three non-governmental agencies. Some of the conclusions were that seventy percent of the students found the ELP useful for self-evaluation and that sixty-two percent of the teachers thought that the learners were able to self-evaluate themselves. The limitations were centred on the fact that the ELP challenges established traditions for measuring students' progress. This report has been the most recent one regarding the ELP's use.

Self-assessment and autonomy can provide benefits to language learners. However, for these approaches to be practised inside the classroom context, there is a need for some changes. For example, the school curriculum is overloaded with much information and designed to prepare students for the standardize exams. Consequently, it leaves very little time to do anything else.

2.11.4. The ELP benefits and limitations

The ELP has several benefits, which include the opportunity for students to self-assess, the awareness of how their learning process takes place, and it offers the possibility to include information (knowledge) learned outside school (Little, 1999:5). It is with this document that students can write about their school life and experiences; and the collection of their work serves as an evaluation tool, which includes evidence of all the language topics students have learned. For experts like Louise Dore and her colleagues (2002) the portfolio allows an authentic evaluation of students' abilities and

competences. It is a motivational tool because students feel that this document belongs to them and they participate on their own evaluation of the learning progress. It also serves to stimulate the individual reflection of the student.

Within the European Union context, Little (2001:1-59) showed nine ELP pilot cases from different countries. These ELP pilot case studies took place in Czech Republic (primary and secondary level), Finland (secondary level); France (secondary level), Greece (secondary level), Ireland (two pilot projects at the secondary level and immigrant adults), Switzerland (secondary level) and in Russia (secondary level). In general, these aforementioned countries all reported good experiences with the use of the portfolio and shared their students' enthusiasm (2001:1-59). Below follows some of the examples taken from these nine pilot case reports.

From the users/learners' perspective, the ELP has been a tool for auto-reflection as is shown in a quote from a Russian student:

“J'apprécie de pouvoir moi-même évaluer mes connaissances et savoir-faire, mais je crois que l'évaluation du professeur ou d'un natif est indispensable, parce qu'un élève peut bien se tromper. ”

English translation:

I appreciate being able to auto-evaluate my knowledge and skills (know how), but I believe that evaluation a teacher or a native person is indispensable because a student can always make a mistake, (Koriakovtseva and Yudina, 2001:51) (my translation).

Another example from a Greek student:

“Le portfolio m'aide à prendre conscience de mes compétences et à améliorer ce dont j'ai besoin. Il me plaît parce que c'est un outil très utile pour l'apprentissage des langues étrangères” (Kaga-Giovoussoglou, 2001 :28)

English translation:

The portfolio has helped me become aware of my skills and those which I need to improve. It is a useful tool for learning foreign languages. (my translation).

Conversely, other comments are not positive such as the following example, “La chose la plus ennuyeuse est quand je dois réfléchir à mes objectifs et compléter les listes d'autoévaluation,” (Kaga-Giovoussoglou, 2001:28). “The most boring thing is when I have to reflect about my objectives and I have to complete the list of auto-evaluation” (my translation). One may assume that perhaps the portfolios motivate some students, while for others it might be a difficult task.

In addition, participants in some ELP pilot projects have warned about the application of these new language proficiency levels due to the schools' curriculum rigidity (l'Hotellier and Troisgros 2001:13). There is a need to make a connection between the CEFR objectives and the schools' curriculum, otherwise it will be very difficult to encourage teachers in the European Union to use the ELP because many of them feel overwhelmed by the loads of work that need to be accomplished.

I have noticed, while doing this research, that many private and state modern language schools are using the CEFR assessment grid according to their own interpretations because they have not received any training for its use. There is the assumption that many scholars might feel discouraged from trying new methodologies or learning strategies when referring to language learning and assessment. One finds that the *Common European Framework of References (2001)* was produced using the cooperation of language experts and not necessarily with any input from learners, teachers, or any other users of this document in general. Thus, it raises the question whether something that was written from the top down level is applicable in today's diverse, heterogeneous communities.

Some teachers, despite the fact that they like the ELP, think that they might have a problem using the portfolio because their teaching programs are already overloaded. Others express the need for training in how to use the portfolio before they venture inside the classroom. There is also the question of who will pay the expenses to carry out the implementation of the ELP policy.

2.12. Conclusion

In concluding this chapter, it can be acknowledged that language policies in some cases have shifted from one imposed national language to a more liberal form of multiculturalism (Kymlicka, 2007:69). Minorities in many different countries, with a few exceptions, have gained territorial autonomy (devolution rights), and are able to decide their own language policy (ibid, pp. 70-71). In addition, this shift in policy has brought new concerns and perhaps a new fear that technological forms of communication across countries will make the English language the lingua franca. Within this context, I would like to add that one could not give or take away the status inherent in each language; if today English dominates, tomorrow it could be Mandarin. Societies are choosing their second language acquisition according to Calvet's (2002) opinion, based on market demands. Thus, I think the ELP's future will be determined on how this portfolio responds to the learning and assessment needs of its users.

Within a Foucauldian paradigm, one can think that the Council of Europe and the European Union are attempting to standardize language learning and assessment in order to keep language diversity and subsequently peace among the different linguistic communities. On one hand, there is a movement to decentralized education specifically language learning as a strategy to avoid ethnic conflicts and maintain the coexistent of different language groups. On the other hand, there are societies that fight for language homogeneity within a territory, as is the case of France, Flanders and Germany just to mention a few examples. Thus, the actions of these supranational institutions can be seen as a form of discipline.

The success of disciplinary power derives no doubt from the use of simple instruments; hierarchical observation, normalizing judgment and their combination in a procedure that it is specific to it, the examination (Foucault, 1977:170). There is a political dimension to the context of language policies. One is able to identify that Europe attempts to enforce language policies in favour of a unified Europe. Yet, it is a difficult challenge for this institution to achieve this task because in one hand, there are new polities who want their less known languages to be taken into account; and on the other hand, there is a threat of English to become a lingua franca in present day globalise world. However, as Wright (2000) suggests there is a need for a community of communication in order to preserve Europe's prosperity and peace.

Throughout this literature review, one reads about European language policies and its implications, often finding contradictions between the policies and the praxis. Data analyses from this inquiry indicate that there are some relevant factors that can help explain the impact of the ELP policy in the Brussels Flemish region. The following chapter explains the research design and methods that were used to explore the impact of the ELP.

Chapter Three: Methodology and Research design

3.0. Introduction

This is an exploratory case study on the impact of the European Language Portfolio in the Brussels' Flemish community from an ethnic minority students' perspective. I approached this research from two different angles. The first was based on the opinions of a group of Foyer's minority students on the use of this European Language Portfolio. This analysis aims to explore how students perceive having their own portfolio, learning to self-assess and share their language and cultural knowledge with other students and their teachers. The second angle explores the general impact of this document inside the Flemish-Brussels region because one of the principal objectives of the ELP is to harmonize the standards of language teaching and learning.

"This function (referring to the ELP reporting function) coincides with the Council of Europe's interest in (i) facilitating individual mobility and (ii) relating regional and national qualifications to internationally agreed standards" (Little and Perclová 2001:9).

My choice for this subject was born from the observation that despite the many European treaties, documents and policies that exist today for the protection of minority languages, and the promotion of language diversity in Europe, the reality can be quite different in countries like Belgium where present-day politics has increased the tension among its citizens. This tension is reflected in the use of language in a given territory. Belgium does not recognize any ethnic minority language, and it has established the use of three official languages Dutch (Flemish), French and German, based on the principle of territoriality (Eurybase, 2005-2006, May 2001:16). Brussels, with its nineteen peripheral municipalities, is the only territory that is bilingual with the use of Dutch and French (Beheydt, 1993:15-16).

The bilingual educational system, within the Belgian context, has students who are native speakers of one language and are taught the other official language(s) as a foreign language with only a few hours a week of instruction. This system is the result of Belgium's strict linguistic laws, which allow the instruction of French in Flanders, or Flemish in Wallonia for a limited amount of time based on the principle of territoriality (Beheydt, 1993:16; Deprez, 1989:49-50). For immigrant minority students who are obliged to learn the official languages of the host country, the idea of having a language portfolio can be a vehicle for sharing his/her language knowledge and cultural experiences acquired inside and outside the

educational curriculum. This language portfolio can be a meaningful approach to integrating societies, like the work the Foyer bicultural project has been trying to achieve since 1981.

This chapter starts with a description of my position as a researcher choosing to investigate the impact of the European Language Portfolio using a qualitative approach, on section 3.1. Section 3.2. explains these inquiries boundaries. Section 3.3. describes how I thought participants and the people in the setting might have perceived my presence. Section 3.4 proceeds with an illustration of how this exploratory case study uses different tools for the collection and analysis of data. Some of the data collection tools include the application of the ELP, interviews, telephone and mail surveys, observation notes and analysis of documents, which are suitable tools for exploring the students' opinions about the European Language Portfolio and explore the impact of this portfolio in the Brussels' Flemish educational community. Next, section 3.5 describes the ethical approach for this study. It includes the steps taken to guarantee the confidentiality of the participating students, teachers, and people involved in the Flemish educational field. There is a description of the negotiation of access, which explains how I obtained permission to enter the school classrooms, and how I was able to handle professional field relations throughout the study. In addition, this section describes the limitations of this research. Section 3.6 is a brief summary of this chapter.

3.1. Being a researcher

Being a researcher is a difficult task as one is divided between different epistemological approaches. Research has become a tug of war between different epistemological stances of quantitative and qualitative inquiry. A researcher, among other things, is required to justify his/her position between value-free versus value-laden judgments of the research findings.

This research is mainly qualitative because it takes place in naturalistic settings such as then students' classrooms and the interviewees' offices. Another qualitative aspect of this research is the fact that I interviewed people who have feelings and opinions about the ELP and Belgium's language policies. The later one being a sensitive issue as it touches upon the history of Belgium's society in which Flemish language speakers suffered discrimination. I also had an interactive process with my data for which in more than one occasion, I requested my interviewee for clarification regarding his/her interview. I have also sent a copy of the interview's transcript to the adult interviewees, and I received feedback from one of them.

Therefore, for this study, I selected an interpretative paradigm because one

as a researcher attempts to interpret how “people experience the world, the ways they interact together, and the settings in which these interactions take place” (Packer, 1999:3). I attempted to construe the opinions of a student community that are an immigrant language minority living in Brussels, a city that lives its own language conflicts, and have the unique opportunity to study in a multilingual setting, which includes the academic instruction in Spanish, mother tongue. Some of these students do not have permanent residence status in Belgium, and they are afraid of been deported. Their parents work under difficult conditions because they do not have work permits. In addition, I have tried to interpret the opinions of the people I interviewed in the Flemish educational institutions, a viewpoint from those who might be the future users of the ELP policy.

Thus, with this qualitative approach in mind I set out to answer the research questions, what is the impact of the European Language Portfolio, (ELP) on a group of Spanish minority students in the Brussels’ Flemish context. To what extent is it feasible to implement the ELP as an assessment tool? and What challenges do teachers and students face when implementing the ELP? In order to be able to answer these questions, I used mixed methods for collecting the data. After reviewing the content of the students’ interviews transcripts, I realized the necessity to analyze the impact of the ELP on a larger scale. The ELP will not have any value if this portfolio is not accepted inside the Brussels’ Flemish educational community. Thus, it was necessary to refocus this research and take into account the wider social and political context of the language policy and ELP implementation. I conducted a telephone survey to all 116 Flemish state primary schools in Brussels. The school survey results showed that there was a lack of information about the ELP and consequently, none of the schools was using it. Therefore, these results led to a second type of survey directed to the eight Flemish schools’ pedagogical networks. These pedagogical networks work as independent governmental agencies and are responsible for the promotion of the educational projects, such as the ELP policy, inside the Flemish community.

The following section discusses the exploratory case study methodological approach, which I have chosen for this inquiry. This section describes the advantages and limitations one is able to obtain with this method.

3.1.1. The researcher’s epistemological position

My theoretical position is one of interpretation because I deal with human beings and attempt to observe the participants’ actions from an objective angle (Schwandt, 2000:192-193). I acknowledge that my role as a researcher is to interpret the data that I have found and be aware that we live in a world of multiple interpretations (Cohen, et al. 2001:22).

In order to provide credibility to this case study, I have integrated the opinions about the ELP's impact from different angles that include the students, teacher and the Flemish educational institutions in charge of promoting the use of this document. In addition, I followed Miles and Huberman's (1994) advice, which is to interpret the collected data not only by reporting the participants' responses, but also by using the reflective approach and asking myself why I think participants are doing what they are doing. An example to illustrate this process is that when I doubted about any interviewee's opinion, I called this person back for clarification. In addition, I sent a copy of the interview transcript to each participant.

3.2. Research boundaries

During the entire research process there is a need for the researcher to set up boundaries as to what s/he is investigating. Miles and Huberman (1994:10) refer to this process as 'data reduction'. Denzin and Lincoln (2000:21-22) share a similar opinion. They tell their readers that a researcher needs to go back to the research question and the purposes of the study in order to obtain his/her research boundaries. Thus, I reflected upon the research questions: what is the impact of the European Language Portfolio, (ELP) on a group of Spanish minority students in the Brussels' Flemish context? To what extent is it feasible to implement the ELP as an assessment tool? In addition, what challenges do teachers and students face when implementing the ELP? The answers to these questions are to be found in the experiences and opinions of the participating students, teachers and people involved with the promotion of the ELP.

3.3. Researcher's presence

In this research, I remained as discreet as possible inside the school environment, except in the teachers' lounge, where my salutation was ignored, as described in detail in section 3.6.1. this document. There is also a reason to believe that the students' behaviour might have been modified by my presence as an outsider. The students showed enthusiasm with hugs and warm greetings when they saw me. This can be interpreted as a) students were happy to do an activity other than the one programmed or b) they like the idea of speaking their mother tongue with an outsider and/or c) they were able to escape from exams, as one student mentioned the following comment during the interview,

010 D: "He aprendido lo que sabía hacer. Y es 'guay' (sic) porque así no tenemos exámenes. Y ya está."

English translation:

I have learned what I knew how to do; and it is 'super' because we do not

have to take tests. (Abstract from third grade group interview. Diamante Moteado, appendix F p.173)

Another variable that could have affected the students' behaviour was the presence of a video camera. It can cause people to behave unnaturally (Denzin, 2001:24). I noticed that the video camera attracted them, as they enjoyed being filmed; and many students requested to see the video of their interviews.

3.4. Exploratory case study

For this research, I have used the exploratory and case study, which I found to be the most appropriate for exploring the impact of the ELP from the minority students' perspective. The participants of this study are a group of ethnic (Spanish) minority students who study in Brussels Flemish region and learn three languages, which include their mother tongue (Spanish), as well as Flemish and French. Because of the present difficulty to learn an ethnic minority language in Brussels, the European Language Portfolio can be a useful tool towards the protection of language diversity. In this research, an inductive research method was used in order to explore the impact of this self-assessment tool (ELP) inside Brussels' Flemish community.

I find this exploratory method the most suitable because it pursues the research by exploring the information from different angles (Stebbins, 2001:2-3). This method is one where the researcher is inductively exploring the ELP policy from the different angles, for example the students, teachers, and administrators' opinions as well as the politics from the Council of Europe regarding this portfolio. It is a sort of finding theory on the ground (Stebbins, 2001:6-7).

Yin (1994:39) states that when studying the phenomenon of a particular group, the case study approach becomes appropriate as this method allows for the concentration of the peculiarities that offer the people been studied. In this case, this inquiry explores the characteristics of a first and second generation of ethnic (Spanish) minority students. Stake (2005:443), like Yin, advocates the use of case study. He says that case-study is an approach that helps a researcher to focus on what is to be studied. The objective of this case study is to analyse the impact of the ELP policy in Brussels Flemish region in order to explore if this can be a useful tool for ethnic minority speakers. These students are multilingual, but unfortunately live in a region that language is restricted to the 'territory principle'. In addition, this study becomes an appealing subject because of the fact that Europe is changing, and it is trying to redefine its language policies and politics in the mid of ethnic wars, global intercommunication, increased geographical mobility, etc. and thus ELP is a by-product of this new language policy.

Aldeman et al (1980) cited in Cohen, et al. (2001:184) outline the strengths of case studies, which are first “strong in reality” and thus difficult to structure. This exploratory case study attempts to show the reality of the people who are in the field and are affected by language policies that regulate the way students learn languages.

Second, case studies allow generalizations that range from a specific situation to an entire event. Their peculiar strength lies in their attention to the “subtlety and complexity of the case in its own right”. Therefore, this exploratory case study, generalizations were made based on the opinions of students and administrators involved with the implementation of the ELP in Belgium. It was done in order to understand not only their opinions but also reflecting why they were responding in a certain manner.

Third, case studies identify that there is a complexity of opinions and “social truths”. One may find case studies that present discrepancies or conflicts between the participants’ viewpoints, and the best case studies are capable of offering some support to alternative interpretations. This characteristic suited to my case study because of the diverse opinions, which emerged during interviews from both students and administrators.

Fourth, case studies are rich in information. Their descriptive material is rich to allow subsequent reinterpretation. This feature has allowed me to provide more details about the people who participated in the research as well as the possibility to describe the environment.

Fifth, case studies are “a step to action”. They begin in a world of action and attempt to contribute to it. In this exploratory case study, the purpose is to invite other researchers to continue investigating the impact of the European Language Portfolio and the influences it has on language policies.

Sixth, case studies present data in a more publicly accessible form than other kinds of research reports. Thus, it can serve multiple audiences. It is my intention that this initial study can become a tool for self-reflection to those people involved in the educational arena.

In contrast to the above-mentioned positive qualities attributed to case study, this type of research also has its critics. According to Yin (1994:9), case studies have been seen as involving less rigorous types of research and, in some cases, the researcher has been careless and has allowed ‘equivocal’ evidence and biased views to interfere with the findings and conclusions of the study. One argument against case studies is that findings cannot be generalized due to the subjectivity of the researcher. However, in defence of

this criticism, Yin (1994:10) responds, “case studies, like experiments, are generalizable to the theoretical propositions and not to the population or universe”. Stake (2000:22), like Yin, argues that a naturalistic generalization is useful because it is a way to recognise “the similarities of objects and issues in and out of context and by sensing the natural covariation of happenings. To generalize this way is to be both intuitive and empirical, and not idiotic”.

Yin (1994:92) makes three recommendations to ensure the researcher has a sound base for a case study. First, a researcher must provide different principles of data collection, a process known as triangulation. The researcher is able to address within the context of case study “a broader range of historical, attitudinal, and behavioural issues”. Triangulation is necessary when dealing with problems of construct validity, establishing correct operational measures for the concepts being studied (ibid p.33). In this inquiry, I have provided data and combined levels of triangulation. In the first type, of data triangulation, I compared information collected from the ELP, the interviews, field notes, and documents as information related to the possible impact of the ELP. The second type, of combined levels of triangulation, I analysed the students and the administrators’ opinions regarding the use of the ELP for Brussels’ Flemish community.

The second recommendation is to create a case study database. Yin (1994:95) proposes that researchers provide separate data bases so that other investigators will be able to review the evidence and that the data will not be limited to the reading of reports. For this inquiry, I have collected different types of data that could serve for future research.

The third recommendation is to maintain a chain of evidence. This means the researcher allows an external observer to be able to follow the “derivations of any evidence from initial research questions to ultimate case study conclusions,” (ibid p.98). It is a way for the external observer to trace the steps of the case study “in either direction from conclusions back to initial research questions or from questions to conclusions,” (ibid p.98). In this exploratory case study, I have shown the results to the teachers and coordinators from the Foyer bicultural project in order to integrate other colleagues’ viewpoints.

Summarizing this section, I conclude that there are many methodological approaches for doing this type of research. However, I considered the exploratory case study to be the appropriate one for responding to the research questions regarding the impact of the European Language Portfolio on Brussels’ Flemish community.

3.5. Ethics and procedure

As a researcher, I did this inquiry to seek truthful information that will serve for the expansion of human knowledge. I followed “the code of ethics and moral responsibility” recommended by the British Educational Research association and Cohen et al. (2001). Thus, for this inquiry I have attempted to fulfil the following conditions mentioned below.

First, I properly identified myself as a research student, and I explained the purpose of my inquiry. I informed the school director, Foyer project coordinator, teachers and students about the objectives of the ELP and the steps I needed to take to accomplish this inquiry. I could not specify the duration of my data collection because the European Language Portfolio was a new published document, and I could only meet each children’s group on an average of once every two weeks because of the students’ academic schedule. The Foyer teachers decided on the dates, which I could come and they were usually Thursdays or Fridays. Thus one week I visited one group and the following the other group. The visiting period was interrupted during holidays and other school programmed activities. There were thirty-two visits for the ELP administration and the interview periods.

Every time we met in the classroom designated for the Spanish lessons and during the Spanish class period. It was always at 12:45 when the students were coming from their lunch break. After a brief introduction to explain the purpose of my visit, we immediately worked on the portfolio assisted by the Foyer teachers and myself. Each time we worked for a period of forty-five minutes. I read a question from the one of the ELP sections and the children wrote their responses. If a student did not understand a question, s/he raised his/her hand and the teacher or I will come to the student’s desk. For some of the questions in the biography section I asked the students to work in small groups of three or four persons. The teacher(s) and I walked around the groups to observe, and if it was necessary we helped the students with the questions. After the forty-five minutes, the bell rang and students went out for a ten-minute pause. I left the classroom and after this pause, the students returned to the same class to continue with the Spanish lessons. It is important to mention that the Spanish grade does not form part of the school curriculum. Thus, the teachers had a greater flexibility to dispose some time for completing the ELP.

Secondly, the Foyer students were informed volunteers. The Foyer coordinator chose the school and the classes where I could implement the portfolio. I presented my research project to the two Foyer teachers and I thanked them for their cooperation. The Foyer teachers are Spanish-speaking teachers employed by the project to teach Spanish lessons to the students. These teachers are paid less and do not enjoyed the social security benefits as the rest of the school’s teachers. The Foyer Project

works in collaboration with the school, which means that this organisation has requested the school to accept a certain number of immigrant students into their educational system and to allow these students to receive Spanish classes for some hours during the school week as a mean to facilitate an easier integration into the host country.

The Foyer teachers, I do not think, were in a position to refuse to participate in this inquiry. They were asked to cooperate in this inquiry by the Foyer coordinator. In addition, I worked with two teachers out of a group of three. The Foyer teachers sometimes teach Spanish to a combined class of students from second and third grade and/or fifth and sixth grade. The students participated voluntarily; I provided them with different options of activities in case they did not want to do their ELP. I informed the students and teachers about the confidentiality of their responses both during the interviews and during the application of the ELP. I told the participants that the collected information would serve for my university studies.

Thirdly, I have requested permission to the authorities in order to have access inside the school. In addition, I sent a letter, through the Foyer Project, to the students' parents requesting permission to interview their children (see appendix C for a copy of a letter address to the parents). The Foyer coordinator informed me that the parents received my letter and had agreed to the interview .

Fourthly, I promised the participants that they could remain anonymous during and after the research period in order to protect the privacy of their opinions and their welfare. For the protection of their identities, I have used pseudonyms for the students and numbers for the teachers. In the case of the teachers, I have applied 'microaggregation' (general opinions from two teachers) whenever I found it suitable, in order to avoid traceability of their opinions. This means I made the construction of 'average persons' and I released data from a group of persons and not from the individual (based on Frankfurt-Nachmias and Nachmias, 1992 cited in Cohen et al., 2001:63).

Regarding the video interviews I followed *The Law and ethics of video methods guidelines* (Mackey, 1995). The guidelines prior to recording are:

"Establish what constitutes informed consent." A request for permission was sent to the students' parents (please see appendix C). I explained to the students the objectives for doing a video recorded interview, and how this information was to be used for this research.

"Inform people of the presence of the camera." Before filming the students I

showed them my camera and briefly explained how it worked. The camera was always visible to the students.

“Ask permission before video tapping.” The meeting before the video interview I ask the students if I could bring my camera to film the interview.

“Explain the purpose of the video.” I explained to the students the need to video record the interviews in order to have their audiovisual image and be able to analyse better the results of my inquiry.

“Explain who will have access to the video.” I explained to them that this video was only for my research, and if I needed it to show it to the university then I will come back to ask them their parents’ permission.

3.5.1. Negotiation of Access

The access to the Foyer project school and the students’ classes was relatively easy, compared to the problems I had experienced in a previous research setting. Sometimes the access to a research site is easy but one is always at risk that the conditions of this access change due to non-controllable circumstances.

For obtaining the access to the Foyer project’s students, I wrote a letter to a contact person working for the Foyer project after I read *Bicultural and Bilingual and Trilingual Education, The Foyer Model in Brussels* (Byram and Leman, 1990). I became interested in doing research about this project. Foyer’s contact person responded to my request affirmatively, and s/he put me in direct contact with the coordinators of the Foyer project. After an interview with one of the coordinators, the organisation accepted my proposal to do research with the students from one of their participating schools. Next, I had a meeting with the director of the school, who was also an accessible person and showed interest on my research subject.

The only obstacle during this research was the behaviour of the Dutch teachers in my school setting. They did not seem to be happy about my presence. Whenever I entered the teachers’ lounge and greeted them “good morning,” (in Dutch “Dag” or “Hallo”) I never got a response. However, if another visitor came in and greeted them, the teachers would respond. One Spanish teacher explained to me not to worry about it because this discomfort comes from their disagreement over having a Foyer language project in their school. They believe that all the non-native students should follow a ‘Dutch only’ curriculum instruction. Smeeckens (1990:141), explained

that the Foyer Bicultural project working inside the pilot schools, like the school of my research setting, produces tension between Dutch teachers and Foyer teachers because of the changes brought by this organization to the extent that Dutch teachers were asking “Is this still our school?” Despite the discomfort that this caused me, I continued greeting the teachers

3.5.2. Generalizations from the study

For the first part of the inquiry, I administered the ELP to two student groups, the pilot (sixteen students) and dissemination (twenty-nine students), totaling forty-five participants. Because of the small number of students for this case study, one can only attribute the generalisations of the research’s findings to this group of students.

However, in a second phase of this inquiry, all the primary education Flemish schools in Brussels and their pedagogical networks were surveyed about the impact of the ELP in their schools. The list was provided by Mrs. ‘M’ (Flemish ELP coordinator). I was able to contact most of the Flemish schools from the list except for those which the phone number was incorrect. I have got also a response from six out of eight pedagogical networks, which means that one can generalize this particular data within the context of the Brussels’ Flemish region.

Concluding this section, I acknowledge the importance of maintaining a code of ethical behaviour throughout the research. I am solely responsible for the information I have written and I am aware of the importance of giving credit when paraphrasing other authors’ ideas. In addition, I assured the anonymity and the confidentiality of the research’s participating students, teachers and administrators. In the same manner, I am aware that I can only make generalizations based on the particular group that I have studied and the setting where the implementation of the ELP took place.

3.6. Conclusion

Summarizing this chapter, I have selected a qualitative case study approach because I think it is the most suitable methodology for doing research with students who are minority speakers and have special needs. In addition, this chapter describes the code of ethics and procedure for a negotiation of access, important information when trying to replicate the study. The following chapter is about research procedures in which I describe the research setting and the participating students. I also explain the steps taken for the data collection.

Chapter four: Research Procedures

4.0. Introduction

This chapter describes the methodological steps that I have taken during the collection of data. They are based upon the research questions I generated for this exploratory case study. In this inquiry, I have included a chronological protocol of the research activities described in appendix O. pp.257-258. The data collection was done into two phases. The first one is based on the administration of the ELP and the interview that followed from this experience. The next one is borne from the initial results on which very few people in the educational area had little or no information regarding the existence of the ELP. It was a paradoxical situation because Belgium in 2001 launched an ELP pilot project. Thus, the need to investigate further this issue in order to answer the research questions, what is the impact of the European Language Portfolio, (ELP) on a group of Spanish minority students in the Brussels' Flemish context? To what extent is the ELP policy feasible as an assessment tool for the Spanish minority students living in this region? and what challenges do teachers and students face when implementing the ELP?

Consequently, this chapter starts with section 4.1. is an account of the research setting that comprises a narrative of the language minority students' school and their neighbourhood. Next, section 4.2. is a description of the participants of this inquiry. Section 4.3. describes the procedure of how data was collected and analysed. Section 4.4. depicts my observations regarding the environment of how the ELP was administered. Afterwards, sections 4.5.-4.7 illustrate the methods I employed for data collection, including ELP application, interviews, observations from the video interviews and telephone surveys and analysis of documents suited for this exploratory case study. I find that these tools helped me to answer questions regarding the impact of the ELP. Section 4.8. describes the procedure for the document(s) analysis. Section 4.9. is the conclusion of this chapter.

4.1. Research Setting

This research setting is in southern Brussels, in one of the Flemish municipalities. The application of the ELP was done at a state school in the neighbourhood of Midi, near the train station. This residential area has deteriorated over the last ten years because of a court battle over the expropriation of land, which has pitted the State against the residents (Halloly, 2008:48). The Belgian government wants to have this land back for the construction of businesses. Today it is a dirty and poor area populated mostly by immigrants (please see the RTL video clip at <http://www.quartier-midi.be>) [Accessed on 10 January 2009]. Approximately half of the students

from the pilot and dissemination groups live in this neighbourhood and the other half live in nearby neighbourhoods.

As I would get off the train, the transportation I used during the two years of my data collection, I had met, in the morning rush hour, with a multitude of people coming from the different Flemish towns. They came to Brussels to work and they travelled everyday back to Flanders, northern Belgium's region. Outside the station, there were many empty houses with broken windows and graffiti messages on the walls, combined with different new offices from the business sector.

In this neighbourhood, one encounters people from diverse cultural groups. Some of them are dressed up in two-piece suits, while some women are wearing long dark dresses known as abaya or chador. Some men also wear a light coloured, knee length tunic which is usually worn with a rounded cotton hat. Some of the chador dressed women wear a veil covering their heads, while western women wear a winter hat or nothing (Observation note No.001, Appendix N, p.254).

A high concrete wall surrounds the school, and up front, it has a small wooden door which is the visitors and students' entrance. It gives the impression of being a fortress. As I walk inside the unlocked wooden door, there are announcement boards on the walls to the right and left of the entrance hall. Children are playing in a big courtyard, which is in the middle of this fortress like building. They are playing with balls, jumping ropes or just chasing each other. To my left, on the announcement boards, some space is dedicated to the Spanish group with messages about the school's activities. To my right, there is a small door, which leads to the director's office in a small corner on the right, and the teachers' lounge on the left. I take a deep breath as I am entering into a new language environment. I am trying to forget my French and start thinking in English (Observation note 001, appendix N, p.254).

This school has approximately 600 students. Despite the fact that it is located in a difficult neighbourhood; it has a good reputation for academic discipline and curriculum as it is one of the schools where children from the Royal family and political entities study (Byram and Leman, 1990). This school participates in the Foyer Bicultural project's program by providing the space and academic hours to Spanish language instruction to a minority group of students. It also provides evening Flemish courses to parents in order to help them with their school integration (HD, interview, observation note No.02, appendix N, p.254).

The dissemination group consisted of sixteen students, which were divided

in two classrooms from third (eight students) and sixth (seven students) grades. One student from third grade changed schools before finishing her ELP. I worked with one group of students at a time, after their lunch period, on Thursdays or Fridays. It was the Spanish instructional period, which I used for the students to respond to the ELP's questions. Students had to bring their notebooks and pencil cases into the classroom as this classroom was reserved for their Spanish lesson. The third graders met in a classroom located on the first floor of the main building. It was quite spacious for the small number of students in a class. However, the classroom does not have any visual aids relevant to language instructional time. Moreover, during the instructional time, there were occasional interruptions because this classroom is connected to a Dutch teacher's office (observation note. No. 11, appendix N, p.256).

On the other hand, the sixth grade Spanish classroom was quite small and it was designed for kindergarten children. It had a small washbasin, wooden kitchen, and toys. It was located in a separate building, which was the designated area for the kindergarten children. One of the classroom walls had big rounded windows situated at the height of a child, which was distracting because kindergarten children tap on the windows and wave hello to the sixth grade students inside the class. It was a difficult environment to teach in because kindergarten children had their recreation time during the Foyer students Spanish lessons (observation No.11, appendix N, p.256).

The students' above-mentioned classrooms were the setting for the students' group interviews. The administrators were interviewed in their respective offices. I do not think it necessary to describe them, as they are irrelevant to my inquiry.

To summarize this section, my objective was to provide a snapshot of the neighbourhood where this school is located. It is different from many other municipalities in Brussels, in that there is more noise, fewer parks, more pollution, and it is culturally diverse. The mixture of cultures invites one to see advertisements in different language and flags of different countries. One is able to observe different dress codes and bodily expressions. All of these cultural factors can influence the students who go to this school.

4.2. Students' description

Parents of the minority students registered to become members to the Foyer project. The parents heard about this integration project through oral publicity. In other cases, the parents learned about the project directly from their children's school. The only requisite for registration is that children should have Italian, Spanish, Turkish or Moroccan as mother tongue.

The Spanish students' proficiency level of mother tongue varies as some children practice another language at home such as Italian, English, or Galician (see appendix B, p.156-158). Some students have registered into the project from kindergarden level while others as late as first grade. In addition, these immigrant children live in a French-speaking environment. For the Spanish students they live in a neighbourhood where Spanish and Moroccan is often the street language (Jaspert and Lemmens, 1990:32-36).

The Foyer project has not made a study regarding the mother tongue level of proficiency. In addition, the curriculum for the Foyer Spanish children is different from the one in Spain. At the Foyer project, the children start to learn the reading and writing competence only in first grade while in Spain starts in Kindergarten (Jaspert and Lemmens, 1990:36).

For this research, there was initially a pilot application of the ELP with twenty- nine students from third to sixth grade from the Foyer Project. Their ages varied between eight and twelve-years old. The pilot application was done in 2004. The dissemination group comprised sixteen students, but one dropped out due to a change of schools, and the number of students was reduced to fifteen (Please see appendix B pp.156-158). Their ages also varied between eight and twelve. I took individual pictures of the dissemination group, which were needed for their ELP.

These students were chosen using convenience sampling, which is appropriate as the methodological approach for this inquiry because it seeks to draw out the specific characteristics of the case (Stake, 2005:446). The objective is to study the impact of the ELP from the experience of minority language speakers, who are studying in the official Belgian languages, Dutch (Flemish) and French. This is an atypical situation in Belgium as only Brussels has bilingual education with instruction in the second language starting from third grade primary school. In addition, these students are able to learn their mother tongue.

I am aware of the study's limitations in using a small sample not representative of the (immigrant) minority language speakers in Brussels. It represents all of the Foyer's Spanish students from third to sixth grade of this school. Younger children were not taken into account as they have difficulties with reading. In addition, I focused my research on a small immigrant community who is trapped between the city's linguistic conflicts, and which has chosen an organization like the Foyer to help them integrate to Belgian society, through the language, skills and information courses. In addition, this sample selection is one that is rich in information because of the population characteristics and therefore purposefully fits this research's objective (Coyne, 1997:627; Miles and Huberman, 1994:27).

4.3. Data Collection and analysis

The aim in this section is to explain how data was collected and analysed in order to answer the research questions what is the impact of the European Language Portfolio, (ELP) on a group of Spanish minority students in the Brussels' Flemish context. To what extent is the ELP policy feasible and useful as an assessment tool for the Spanish minority students living in this region?

Data was collected using different instruments including the administration of the European Language Portfolio, interviews with students, teachers and people involved directly with the ELP's use, observation and participation in ELP workshops, and a researcher's journal. When I became aware that participants in the research setting were not aware of the existence of the ELP, I decided to do a second phase, refocused this research and collect data in order to inquiry how much information the schools' administrators had about the ELP. Belgium was a pioneer country for the ELP's launch on 2001. Thus, I administered two telephone surveys. The first one was applied to all eight pedagogical networks (institutions in charge for the presentation of educational projects to the schools) and the second one to all 116 State schools in the Brussels Flemish region.

The following sub-section concerns the procedure for the ELP administration. Initially I piloted the ELP with a group of twenty-nine students in order to learn the type of difficulties one encounters. Next, I explain how I chose the dissemination group for the ELP application.

4.3.1. Procedure for the ELP application

The ELP was applied to four groups with a total of forty-five students. The first two pilot groups were twenty-nine students from second and fourth grades. The dissemination group were sixteen students from third and sixth grades. The ELP application took place in 2004-2005 for the pilot group and 2006-2007 for the main group.

During the pilot phase of this research, the objective was to measure the impact of the ELP and for this; I administered the ELP to the students. This initial activity helped me to organise the planning of the ELP administration during the dissemination phase. Examples of these activities were, obtaining the photocopies of the ELP model, becoming familiar with the ELP guide, and taking the students' photos.

In this research, I used the Spanish ELP model. It contains three sections the passport, the linguistic biography and the dossier. The Council of Europe approved this Spanish model in the year 2003; it is an A4 format, it has thirty-four pages, written in linear form like a book. The Language biography has fifteen questions and the language passport has eight sections with questions regarding language self-evaluation. The dossier has many empty pages for the students to write a description of all the language certificates they have earned (See <http://www.coe.int/portfolio>) [Accessed 24 November 2009]

I have used the *ELP Guide for Teachers and Teacher Trainers (2001)* and the English and Spanish versions of *Common European Framework of References for Languages: Learning, teaching, assessment (2001)*, (*Marco común europeo de referencia para lenguas, 2003*). These are resource materials for teachers explaining the content of the European Language Portfolio and the new assessment guidelines to be used for evaluating language learners across Europe. I filled up my own ELP and decorated a carton box, which became my language dossier. Inside this box, I put all the different documents that were related to my language learning experiences, e.g. copies of certificates, diplomas, maps, etc. In addition, I had my own Europass, a European model for curriculum vitae, in order to illustrate the portfolio utility to the students.

4.3.1.1. ELP administration to the pilot group

I conducted a ELP pilot project for the first time on 2004 with three groups of students. The Foyer Spanish coordinator selected the groups of students. The first one from second grade, the next one a combined class of third and fourth graders (16 students, see appendix B) and a third one a combined class of fifth and sixth graders (13 students, see appendix B). A combined class means that these two grades met at the same time in the same classroom, as a group, to learn Spanish. I met each student group separately during the Spanish instructional hour.

The first group was the second graders; I introduced myself to them, and explained the purpose of my visit. Afterwards, I distributed copies of the ELP. Next, I started reading each question starting from the biography section. I paused for a few minutes between each question to allow the students sufficient time to respond. I noticed that the students did not have a clear idea of what they had to do. I tried to simplify the questions by rephrasing some words. However, I noticed that the problem was that these pupils did not know how to write or wrote with great difficulty. The ELP was designed for children whose instructional language is Spanish while the Foyer participating students only have Spanish for a few hours a week. Thus, after the first meeting with this group of young children, I decided to

cancel them from the pilot activity.

The following week I met with the third-fourth graders group. I proceeded in the same manner as with the second graders, introducing myself, explaining the purpose of my visit and my research objectives. I started with the administration of the biography section, which I found the easiest document of the ELP. It allows the possibility to reflect about language learning. It asks simple questions as to what languages one speaks at home. I asked the students to work in pairs in order to share their experiences with the classmate and be able to respond to the questions. Whenever possible I made groups of one student from 3rd grade with another student from 4th grade. I walked around the classroom and observed their writing. The activity did not developed as expected because despite the fact that I was reading each question slowly the students had difficulties understanding. It took more time than I thought to read slowly and rephrase each question. One student from 4th grade did not speak Spanish his mother tongue was Quechua. Unfortunately I could not speak his language and s/he felt awkward.

Next meeting was with the group of fifth and sixth graders. I did the same presentation as before with the prior groups. I felt the students understood better the Spanish language in terms of comprehension, reading and writing. It was a great difference from the third-fourth graders to a fifth-sixth one. They were able to respond to all the questions asked in the passport and biography section.

Consequently, I met with each group on an average of twice a month. The Foyer teachers decided the dates I could visit their students. They were cooperative with this inquiry. There were a few changes to the school visit routine due to school trips or activities. It took almost the entire academic year to completing the ELP, except for the dossier (file) section because the students were always forgetful to bring photocopies of diplomas, certificates, examples of classroom work to complete this section. This activity would have been easier if I was their teacher and made the photocopies at the school. However, I did not have access to this material.

After reflecting upon this ELP pilot administration experience, I decided only to interview one by one the group of fifth and sixth graders.

4.3.1.2. ELP administration to the dissemination group

From the experience of the pilot administration, I learned how to use the ELP better such as pausing myself while reading each question. I asked the

cooperation from the classroom teachers' with translating the ELP statements into a simpler vocabulary. I have noticed that the Spanish ELP model for children was a replicate copy of the adult ELP. There was not any adaptation to the vocabulary or the question(s) format.

The first step I made was to meet with the two teachers to whom I refer throughout this inquiry as teacher 01 and teacher 02. I met with them in June 2006. The Spanish's coordinator group, Foyer Bicultural Project, chose these teachers. I explained to them the objectives of the European Language Portfolio and the Common European Framework of References. The teachers were aware of the existence of the ELP because of the pilot studies I had done before. Both teachers were cooperative throughout this research. They assisted students with the questions from the portfolio, and helped me to film the students during the interviews, on a voluntary basis.

After the informational meeting with the teachers, I met the dissemination group of students in September 2006, and explained to them the research's objectives. Participation was on a voluntary basis, and I offered the students alternative activities in case they were not interested in participating.

After requesting permission to the students' parents, the next step was to take pictures of the students for their European Language Portfolio. The portfolio has a place for gluing the student's picture on p.5. Alternatively, the students could bring a picture from home or draw themselves in the space provided.

Students received a photocopy of the ELP, Spanish model, together with a binder to file their work after finishing each section. I downloaded a copy of the ELP model from the internet site <http://www.coe.int/portfolio> [Accessed on 10 January 2009]. I applied the ELP to the students with the help of the teachers. The objective was to understand the challenges that students and teachers may face with this new portfolio. I read every question to the students, and when one student lifted his/her hand, the teacher or myself walked over to the student to help him/her with the question. After reading each question, I allowed about one to two minutes for the students to respond to the question in writing. I asked if everyone was finished responding the question and then I proceed to ask the following question. The process was rather slow.

The European Language Portfolio was applied to one group on an average of twice a month for about forty minutes. The students started to answer the ELP questions as soon as they came into the classroom until their next break. Spanish teachers met with these students twice a week. The ELP implementation took approximately ten months.

The first group to administer the ELP were the third graders. After presenting the objective of my research, I passed an ELP copy to each of the participating students. I started the portfolio with the language biography section, which is the easiest from the three ELP sections. It was the same procedure as with the pilot group. The language biography section includes questions such as what languages do you speak? With whom do you speak the languages you know? When you travel what languages, do you speak? The ELP guide for teachers and teachers' trainers does not give any recommendations as to which of the three sections one should start working with the students. I was able to divide the children in small groups of two or three. They were able to share with other students their language learning experiences. Although, the children were as young as the pilot group, I had the feeling they were more mature. Two children were already ten years old. This age usually corresponds to a fourth or even a fifth grade. However, they were kept in this grade because they entered the Belgian school program late and did not know the academic languages. Some students made comments amongst themselves about films they had seen and books they had read, as part of the questions asked in the language biography. The most popular books mentioned were the Harry Potter novels, and the most popular film was "El Señor de los Anillos" ("The Lord of the Rings"). Some students expressed that they have never used the internet, a question from their ELP, dossier section, p.7. I told the students to leave the blank space.

The ELP administration to the sixth grade group went also smoothly. The language biography section was done without a problem. I also divided the students in small group and the students were able to complete the questions without hesitation. The teacher and myself walked around the students and answered questions regarding for example the question what language do you use when you go camping? Students said that they have never gone camping. Thus, I told them to leave the space empty.

The next section that I worked separately with each group was the dossier (file). The students had to collect copies of their language course certificates or diplomas and select a sample of their language assignments. However, some students forgot to bring samples of their assignments and others were not able to obtain photocopies. I made my own dossier and I show the students the different language certificates I had earned in my student life. I learned that some of the participating students (Latin Americans) do not receive a Spanish language certificate unless they can prove that they have the Spanish nationality or prove that they are Spanish descendants. The majority of the students only answered questions regarding what objects or souvenirs reminded them of their language learning. Some third graders made drawings about how they learned languages on p.7. One drawing which called my attention was a head and above the scalp. Inside the scalp, the student had draw different drawers and arranged them in three columns.

Each of the drawers contained vocabulary from different languages.

The final section to work with both groups separately was the passport. In here, the students did a self-evaluation of their language competences. For example, for the listening competence, I read every proficiency level descriptor to the students from A1 (beginners) to C2 (master). Then the students marked with an (x), if they thought that they were capable of doing what the descriptor stated. Please read the following sample from the listening descriptor level A1:

“Reconozco palabras y expresiones muy básicas y que se usan habitualmente, relativas a mí mismo, mi familia, y a mi entorno inmediato cuando se habla despacio y con claridad.” (ELP, p.2)

English translation:

I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

The problem experienced is that each (scaling) descriptor as the proficiency level becomes higher the information to read is longer. Some students from the above descriptor did not know the words ‘muy básicas’ (very basic) or entorno (surroundings). They needed to have real examples to understand the meaning. The CILT (National Centre for languages) model is better adapted to the children’s audience. They have divided each language competence descriptor into grades. Thus, level A1 grade 1 reads:

“I can understand a few familiar spoken words and phrases. e.g. the teacher’s instructions, a few words and phrases in a song or a rhyme, days of the week, colours or numbers” (see CILT website).

The classroom teacher and I walked around the students’ desks to answer questions students had mostly with understanding vocabulary. The descriptors of this model were long and, in my opinion, the questions were written for a sixth grade literacy level. A self-assessment descriptor in the listening section would have an average of forty-one words. Consequently, it was difficult for the students to retain the information asked in every question. In the development of this section, there were more interruptions from the third grade students, as they did not understand Spanish vocabulary “fluidez”, “habitual”, “discursos”, and “conferencias”. The English translations are “fluidity”, “habit”, “speeches”, and “conferences”.

As a final step, the ELP was analysed in terms of how many students responded to the questions, and how well they were able to self-assess. This research project does not analyse the content of the ELP or measure if it is an appropriate tool for language assessment. The implementation of the ELP was done for the students to experience the idea of having their own portfolio and exploring their opinions regarding this document.

4.4. The environment of the ELP administration

Reflecting back on the collected data and my personal experience, I think that the environment on which the ELP took place became more comfortable after a few sessions. I learned to prepare myself better by predicting what difficulties the students may have for responding some questions. I learned the students names by heart and this made the ELP administration a smoothly activity. The use of the Spanish language, a mother tongue for the students, the Spanish teachers and I, made the communication easier. The teachers' disposition to help the students with questions regarding the ELP vocabulary was very helpful. Through the time, I became familiar with the corridors of the school and I was a known face around the school building.

4.5. Interviews

The interview method was used for this case study as a tool that can provide rich information. Patton (2002:341) suggests that "qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit".

Literature that relates to interviewing children (Rich, 1968; Powell and Wilson, 2001; Cohen et al. 2001) cannot fully prepare the researcher because there are always uncontrollable variables. Some of the limitations of interviewing children include the fact that the children's experience is limited, and they may not even recognize that they are being asked a question to which they do not know the answer (Rich, 1968:7). In addition, there are times when the interviewer tries to give suggestions in order to obtain an answer (Rich, 1968:8-9). In this particular case, the interview done to the third grade female students was not easy to manage as the boys inside the classroom harassed them. The girls did not regain their confidence even when I interviewed them separately.

In the case study, the interview methodology is of the most important sources of information because the research centres on human activity on which one has to observe and listen (Stake, 1995:64). For this exploratory case study, I developed different types of interviews. Pilot students were asked specific questions about their opinions of the ELP regarding the

acceptability and utility of this portfolio. These interviews were tape-recorded (Please see appendix G for a copy of the transcripts) and each single student interview took about eight to ten minutes with each student (see table 1 below). They were interviewed only once. Two students were absent.

Pilot interview

Students' names	Date and time duration	Responded to all questions	Comments
Aloe	15-02-05 8 minutes	Yes	There was one small interruption as someone pass by. There were some pauses before the student answers.
Narciso	15-02-05 9 minutes	Yes	I needed to rephrase one question.
Lirio	15-02-05 10 minutes	Yes	There was some background noise and it was difficult to hear every word.
Copa de oro	15-02-05 8 minutos	Yes	The student was holding a broken key ring, which kept her attention.
Chia	22-02-2005 10 minutes	Yes	There was a small conversation about the roots of her name to make the student feel comfortable;
Azulea	22-02_05 7 minutes	Yes	No comment
Escobita	22-02-05 6 minutes	Yes	This was a fifth grade student and had difficulty speaking the language.
Amapola	22-02-05 7 minutes	Yes	This was a fifth grade student and had difficulty speaking the language.
Trigo	15-03-05 7 minutes	Yes	No comment
Clavel	15-03-05 7 minutes	Yes	This was a fifth grade student and had difficulty speaking the language.
Jacinto	15-03-05 7minutes	Yes	This was a fifth grade student and had difficulty speaking the language.

Next, there was an open-ended interview with the dissemination students' group for this inquiry (see table 2 below). The aim was to explore what opinions of the ELP students may have and give room to original comments rather than answering only to questions asked by the researcher (Please see appendix F for the interviews' transcripts). Each group interview was filmed on an average of thirty to thirty five minutes, except for the three, third grade girls who I interviewed separately and the time was about ten minutes.

Dissemination group:

Students' group	Date and time duration	Number of participants	Comments
Group one: Students from third grade	27-04-07 30 minutes	8 students	At the end of this session, I took the girls (3) to another place to hold a small interview.
Group two Students from third grade	27-04-07 15 minutes	3 students	The girls were interviewed separately because the boys in the class were bothering them all the time.
Group three Students from Sixth grade	04-05-07 35 minutes	7 students	Students participated with enthusiasm in this interview.

The Spanish teachers of these two groups of students participated in a structured interview, in which they were asked their opinions of the ELP (Please see appendix D, pp.162-165) since their positions could influence the students' acceptability of the ELP. The interview was tape-recorded and took forty minutes approximately. Other kinds of interviews were designed for the people involved in the European Language Portfolio domain, who have a relationship with the ELP's use in Belgium. These involved open-ended interview questions soliciting their opinions of the ELP. The interviews were shaped in terms of duration and protocol based on the person's role in the promotion of this portfolio (appendix D, pp.162-165). The duration of each interview was approximately one hour.

Before interviewing any of the participants, I followed Fontana and Frey's (2000) guidelines on how to conduct this activity. First, they suggest that one should give a brief explanation of the study, without launching into long explanations. Before interviewing the students, they already had an idea of the project because I had explained it to them before the ELP administration. Next, Fontana and Frey (2000) recommend that one should not ask interview subjects to if they agree or disagree with a particular argument rather the interviewer should elicit the interviewees' opinions. In addition, the interviewer should never introduce new categories at the last minute during a structured interview. Fontana and Frey (2000:649-650) recommend that

one should stay focus on the prepared questions.

4.5.1. Interviewing minority students and teachers

My objective with these interviews was to obtain information from the students about their experiences using the portfolio. Initially, the pilot students' group were asked six questions regarding their ELP opinions in terms of activities they liked or disliked, utility, and self-assessment (Please see appendix G, 191-207). I interviewed the students one-by-one in February 2005. Each interview was recorded, and I selected a structured type of interview. This exercise allowed me to reflect on the type of information I should gather for future interviews with the dissemination group. For the pilot phase, I interviewed only the fifth and sixth grade pilot students. Afterwards, I transcribed each interview and coded the transcripts so I could explore for themes and patterns. I learned from this experience that some students felt intimidated during the interview and responded to most question by a "yes" or a "no". Listening to the tape recorded interviews, I learned that some students had difficulties expressing themselves in Spanish. Thus, I decided to do a group interview for the dissemination group.

One observation worth mentioning is that these interview sessions took place in one of the school hallways. As I interviewed one of the students, I noticed that this child became quiet when a Dutch teacher passed by. This student mentioned to me that the school does not allow the children to speak their mother tongue in the school except during the Spanish instructional time (extract from Aloe's interview, appendix G, p.191).

The dissemination students' group was interviewed in an open-ended group structure in April 2007. I thought this type of interview was suitable because 'key respondents' can give an insight into the situation (Yin, 1994:84; Fontana and Frey, 2000:652). I selected this type of interview because I thought that the participating students might have different and original opinions of the ELP, including perhaps ideas that had not yet occurred to me.

For this unstructured interview, I sent a letter to the parents requesting their consent to allow their children to participate in the interviews (Please see appendix C, p.159). All the students participated in the interviews except for one student who had switched schools. The students were interviewed in small groups of eight students per class. In addition, they were filmed in order to better capture their opinions of the use of the ELP. The reason for conducting the interviews in groups was to invite students to participate freely, allowing the participants to build upon the ideas of others. This type of

interview seemed to work with children, since they could challenge and expand upon each other's ideas (Cohen et.al, 2000:287; Hancock and Algozzine, 2006:39).

The dissemination interview (27th April 2007) was done after finishing the implementation of the ELP. We started with the younger students from the third grade. All the students were present. Boys and girls were interviewed separately. This decision was made at the last minute when I saw the boys bullying the girls for no apparent reason. I started explaining the procedure of the interview and later proceeded with filming the boys' groups. Afterwards, the girls and I exited the room and searched for a convenient place to continue the group interview. I asked the classroom teacher to film, as I thought the camera might distract the students. Then I proceeded to talk to the students directly and moved closer to them.

Afterwards, I interviewed the sixth grade students' group who participated actively. I acted as the moderator of the conversation, and I asked the teacher to help film the interview. The camera was a distraction because the students enjoyed the idea of been filmed. I felt they wanted to talk all the time in order to have the opportunity to be filmed. I tried to move away from the camera in order to help the student concentrate on his/her conversation. During the interview session, all the students participated and some of them built their responses upon opinions previously expressed by their classmates.

As a final step, the students' interviews were transcribed and coded. Each of the interview transcriptions was given a number code in order to simplify the analysis. Next, repetitive key words emerged from the data, similar to words that were present during the pilot students' interview, and I was able to group these words and phrases under themes. Some of these key words were "I like the portfolio because..." or "I learned from using the portfolio..." Thus, I classify these words under the themes of acceptability and utility. However, there were also other aspects as to how the students thought that the portfolio could be used. For instance, some thought they could use it to help another member of the family, usually a younger sibling, with language learning. One finds that in many cases, within the immigrant family context, the oldest child in the family helps his/her younger brother/sister when parents are unable to speak the school's instructional language (Orellana, 2001; Azmitia et al. 1994).

The teachers' interviews and conversations took place in both informal and formal settings. Whenever I arrived at the school, I always met with the two Spanish teachers during the lunch break, thirty minutes. It was at this time that I responded to their questions about the activities I had planned to do with the students, and I explained the objectives of the CEFR and the ELP.

On other occasions, I asked these teachers questions about how the ELP application had a relationship with their curricular learning activities.

I interviewed the Spanish teachers formally after the ELP implementation, and I asked them thirteen questions related to the ELP and its application. The questions centred on the ELP format. On their opinions about the ELP administration, their students' opinions of this portfolio and the possible impact (Please see appendix D, pp.162-165). I conducted this interview because the teachers know the students better than I do, and I thought that their attitudes towards the ELP could have influenced the students' opinions. Afterwards, I sent them a copy of the interview transcripts in case they wanted to make any changes. Some of the categories that emerged in the data referred to the questions of utility and level of acceptance to the ELP from their students. Another theme that emerged from this group interview was that the ELP was not an assessment tool. The following chapter discusses these themes and patterns in further detail.

4.5.2. Interviewing administrators about the ELP

The objective of interviewing administrators who have a relationship with the implementation of the ELP in the Flemish community of Brussels is to explore the feasibility and acceptability of this document. These are the key people who could influence, in my opinion, the future implementation of this portfolio. These interviews took place after the application of the ELP. This sequence of events was helpful because I had a better idea of what type of questions to ask to the ELP key administrators and promoters. Each of the interviews was tape recorded with permission.

The first interview was with to the coordinator of the ELP for the Flemish community, who is referred to as "M" throughout this thesis. We met three times between 2004 and 2008. In our meetings, we discussed the steps that the Flemish Ministry of Education was taking for the promotion of the European Language Portfolio. We met twice at her office and once at a conference where "M" was promoting the use of the ELP in November 2004 (Please see appendix I for a transcript of the interview). I have sent her a copy of the interview's transcript in case she wanted to make any suggestions or changes. On May 28th, 2008, I called this person at her office to clarify some of the issues from the interview. I acknowledged that for the people who have agreed to a face-to-face interview, they cannot expect anonymity, I can only provide confidentiality by taking out information that might be judged embarrassing or detrimental to the welfare of the interviewee (Cohen et al, 2001:61).

A second interview, which was open-ended, was with the person in charge of the Foyer Project students' coordination. I referred to this person as "HD".

We discussed issues regarding the future for the Foyer Bicultural Project and reasons for creating other types of language portfolio. One of these language portfolios is the “*Taal Pass*” which means “*Language Portfolio*”. The other one is a language and civic education portfolio, “*Portfolio de la citoyenne active*”, which means a “*Portfolio for the active (female) citizen*”, designed for immigrant women. HD and I met a few times when I was seeking information about the project and the students. I have sent her a copy of the interview transcripts (Please see appendix L).

A third open-ended interview was with a university professor, who is identified in this thesis as “A”. This person has participated in several Council of Europe conferences and written several articles regarding multilingual education and language shift. During the interview, we discussed the reasons why he is not using the ELP as a standard portfolio with his in-service teacher trainees. I sent him a copy of the interview transcripts (Please see appendix M)

In summarizing the above section, it is important to add that each transcript was colour coded. I then searched for key words that later became categories and afterwards themes and patterns.

4.5.3. Interview transcript analysis

The steps to analyse my data were first to transcribe my interviews. Afterwards, I applied open coding to all the interview transcripts, notes from the network survey, documents (e.g. articles, Belgian ELP survey, observation notes, and field notes). This exercise allowed me to group words or phrases into general categories.

Next, after I identified similar words inside the text, I began to create some codes, following Strauss and Corbin, (1990) recommendations. I designed a colour for each one. For example orange was for the projects code, yellow was for identity code, blue for learning code, green for ELP utility code, red for evaluation code, etc. Afterwards, I elaborated a poster (60cm x150 cm) which served to map out, manually, all the possible codes and its relationships. After this exercise, I wrote on 52 memo cards to examine all possible relationships and be able to establish some patterns. In addition, this reflection process helped me to go back to the interviewee and ask for a clarification regarding the interview; and I was able to identify my own preconceptions regarding the impact of the ELP.

From this analytical process, some patterns emerged, as I was able to do axial coding following Borgatti recommended framework (2004:4).

Element	Description
Phenomenon	In this case study it is the ELP setting (Brussels Flemish region) the element that weaves throughout this inquiry
Casual conditions	Language learning and use attitudes.
Context	Educational administrators create their own language portfolios.
Consequences	Educational administrators are able to maintain their freedom.

Please see appendix T on how I was able to organize some of these patterns.

4.6. Video Observations

In this section, I used interview videos to observe the students' attitudes towards the discussion and to observe myself as an interviewer (See appendix H pp.206-212). The collected data was analyzed and interpreted following *The guidelines for video and research in education* (available at <http://uchicago.ed/what/video-research.html>) [Accessed 11 January 2007]. The first phase of the analysis was to transcribe the interviews as it is mentioned in section 4.6.3.1. The second phase was to observe the non-verbal behaviour. I observed the spatial arrangement, notation of the words, signalling uncertainty, and pauses made by the student or researcher. The objective was to capture every detail of what the students were saying and how they were saying it.

For the video data analysis, I followed *The guidelines for video and research in education*:

“Capture relevant information.” In this case, the information was easily captured because it took place inside the classroom and allowed to concentrate on the research questions.

“Provide index of the recordings”: The video interview was indexed into twenty-five video clips. This division of video clips was based on the occurrence a different events (Please appendix H).

“Separate observations from inferences”: For this recommendation, I have

asked my daughters ages (9) and (11) to observe the video and express what they thought about the students' behaviour in each group. It allowed me to compare their opinions with my own observation notes.

"Build your analysis incrementally": It means finding things that one does not have imagined. In this category, I was able to analyze the bullying of the third grader boys against the girls, as this was an unexpected event. I paid careful attention to the body expressions.

In addition, the data findings were colour coded with pencils each time there was a interviewer-student interaction, student-student interaction, and the times that one student acknowledge, agree or disagree with some else's opinions. The objective was to analyze the environment on which these interviews took place. Some of the emergent themes were the researcher's presence, the level of difficulty, and likeness to the portfolio, the body expressions, and interruptions of speech. One limitation I observed from this interview was that I sometimes finished the students' sentences. In addition, there were times one student interrupted another one to respond to the same question. Then all the attention would centre on the person who interrupted. Despite these disadvantages, the act of interviewing allowed the students to express their opinions spontaneously about the portfolio and it was a suitable tool that permits one to revise the information more than once and be able to notice each time different details.

4.7. Surveys

I have used a survey method in order to provide generalized comments on the impact of the ELP in Brussels' Flemish community. In order to measure the impact on the minority students, there was a need to explore the impact of this document in the school's community. The objectives of social surveys are to try to discover facts about a population and try to generalize (Buckingham and Saunders 2004:3; Fontana and Frey, 2000:648-649).

There were two types of survey. The first one was designed for all the basic primary education schools. My objective was to find out if the implementation of the ELP, as an assessment tool, is feasible.

The second type of survey was aimed at the eight Flemish pedagogical networks in Brussels. These are state organizations in charge of giving pedagogical advice to the schools and keep track of the different educational trends that exist for teaching any academic subject. They work independently of the Flemish Ministry of Education and were created in order to keep some checks and balances within their educational system (<http://www.eurydice.org/resources>) [Accessed on 15 January 2009].

4.7.1. Schools' survey

I conducted a telephone survey of all primary education Flemish schools in Brussels from November 2007 until January 2008. (Please see appendix P for the outline of survey questions). The objective was to delve into the impact of the ELP in this community. Initially, I started with a pilot survey of eight schools chosen at random from a list of all private schools. The aim of this initial pilot survey was to determine if the survey questions were appropriate for this research (Mc Neill and Chapman, 1985:45).

After completing the pilot survey, I started calling all the different primary schools located in Brussels' Flemish community. The Flemish Ministry of Education provided me with an official list of 116 primary education schools (Please see appendix H). At the beginning, the list was difficult to understand as it was written in Dutch. It was through the help of Dutch speakers and friends that I was able to make the distinction between "Basisschool van het Gemmeenschapsonderwijs", which they are the schools directed by the city hall or the municipality, the "Vrije Bassisschool," which refers to the schools that are independent and do not belong to any municipality. From this school list, I had to eliminate eight schools, which were for special education instruction. Therefore, I made a total number of ninety-five contact attempts and I spoke without a language communication problem to eighty people since some of the people who answered the school telephones said they only spoke Flemish.

4.7.2. Flemish School Networks' survey

The second survey was directed to at the schools' network. An e- mail survey was sent to all eight 'Pedagogic begeleidingsdiensten' pedagogical advisors in the Brussels' Flemish region. Two of the school networks are Catholic while the rest are state (secular) networks. In this survey letter (please see Appendix R) advisors were asked if they had any information on the European Language Portfolio, and if so whether they would propose this portfolio to the different schools under their administration. After a few weeks with only few responses, I decided to send a fax with the same questions and after a few days, it was followed by phone call and at the present all the eight pedagogical networks have answered. Two of the pedagogical networks on the list turned out to be the same organization but with different physical addresses. I have given a number to each of the pedagogical networks to protect the privacy of their opinions (please see Appendix S, pp.267-268).

4.8. Documents analysis

For this study, I have selected a number of documents that help me analyse the impact of the ELP in Brussels' Flemish community. These documents provide general information about the ELP and other types of portfolio used in Brussels. The first document is comprised of my research journals in which I have kept all the observations from my experiences in the field. These notes helped me reflect about the students' attitude towards the ELP. An example to illustrate these observations was when I observed the sixth grade children colouring the ELP portfolio or the day the students asked me to have their portfolios back, once I had finished with my research. I interpreted these actions as a positive attitude towards their ELP.

Other important documents include three samples of language portfolios that I have collected from the schools and the Foyer Bicultural Project. Educational administrators in the Flemish community have decided to make their own version of language portfolios that are easy to understand and respond to the local needs of the students. In addition, I have used as a reference a survey done by the Flemish Ministry of education about their pilot experiences with the ELP. A survey was administrated with the pilot students and teachers from the first ELP experience in Belgium on 2001.

In addition, the ELP coordinator from the French Ministry of Education e-mailed me a report on the status of this portfolio inside the French community. I requested a meeting with this co-ordinator but it was not possible because of her work obligations.

The Council of Europe has also conducted a survey on the ELP experiences in different European countries. In addition, many articles and reports describe pilot ELP experiences in different countries.

4.9. Conclusion

In conclusion, the objective of this chapter was to illustrate my research procedure throughout this inquiry, including why I chose certain research tools, and how the data was transcribed, and coded as part of the process to construct validity and reliability. In addition, the first stages of the data collection led me to reflect on my research questions as I became aware that the environment of the research setting was an obstacle for the ELP impact. Thus, I re-directed this inquiry to look at what probable causes affect the acceptability/feasibility of this European Language Portfolio. In doing so, I extended my research questions to the institutional (education) level in order to explore administrators' reactions to the ELP.

Chapter five: The ELP research findings

5.0. Introduction

The objective of this chapter is to show the results of this exploratory case study. In section 5.1, I briefly describe how the themes emerged from the setting of this research, and how this information answers the questions: What is the impact of the European Language Portfolio, (ELP) on a group of Spanish minority students in the Brussels' Flemish context? To what extent is the ELP policy feasible and useful as an assessment tool for the Spanish minority students living in this region? and what challenges do teachers and students face when implementing the ELP?

Subsections 5.1.1.-5.4.3. illustrate the different patterns related to the setting, which identify obstacles to a widespread utilisation of this European assessment tool. Section 5.5. summarizes the main points discussed in this chapter.

5.1. Dialogue with the setting

The aim of this section is to describe the research setting together with its language policy as the central themes because they interweave all other sub-themes. Language policy in this research setting is responsible for how languages are learned and assessed to learners. This section explains the meaning of the emerged sub-themes and the relationship they have with the collected data.

The three main sub-themes that emerged from the data were acceptability, utility and feasibility. The first sub-theme of acceptability in this data analysis refers to the attitudes towards the ELP that range from tolerance from the education administrators to a welcoming attitude from some of the ELP users.

The second sub-theme is the feasibility for the ELP implementation. This subject is analysed from three interesting perspectives. First, there is the ELP Flemish coordinator who is concerned about the ELP feasibility due to its lack of legitimacy; and for this, she undertakes the task, together in teamwork, of revising and adapting the Flemish curriculum to the CEFR language proficiency levels. Next, she promotes among the educators the use of the ELP, despite that her role contradicts with her job position which calls for respect to teachers' curricular freedom. Secondly, one finds some educational administrators such as the Foyer, Dal Al Amal and one

pedagogical network have created and used other types of language portfolios rather than adopting the ELP. Perhaps, this educational initiative will make the use of language portfolios to be the norm rather than the exception. Thirdly, one examines the suitability of this document for the participants of this research.

The third sub-theme is utility, which in this case includes the participating interviewees' opinions on how they perceive the ELP to be useful in their lives and the educational community. I explore messages from the interviews and the cultural and language competence questions of the ELP itself, document analysis and observation notes. Within this theme, some of the students' opinions related to the use of the ELP for future employment and mobility across Europe. I would like to state here that some of these opinions about the future employment and mobility were concepts explained to the student prior to ELP implementation. Perhaps the students might have been influenced by the prior information they had received about the ELP's possible advantages.

5.2. The research setting and the ELP implementation

After several readings of the data, I realized the importance of the research setting, where the implementation of the ELP took place. One of the objectives of the ELP is to serve as a self-assessment tool that helps to promote plurilingualism in Europe (Little and Perclovà, 2001:1; Council of Europe, 2001:5). In order to respond to the research question regarding the impact of the ELP, it is necessary to determine whether the Brussels region offers the right conditions for a possible ELP implementation. Throughout this chapter, I depicted the different settings e.g. Brussels Flemish region, the Flemish Ministry of Education, the Foyer Bicultural Project, school, etc in order to illustrate the ELP's level of acceptance, utility and feasibility.

In a theoretical context, the settings in this research are key factors to the outcome of the lack of ELP impact. Using Foucault's framework of thought I think of these research scenarios e.g. Brussels Flemish region, the Flemish Ministry of Education, the Foyer Bicultural Project, school, etc. can be seen as "disciplinary institutions" –physical space and time with activities that have been developed over time to change people's behaviour along a number of parameters- (Ball, 1990:15). Each institution has a disciplinary discourse to ensure "political obedience". Examples of these discourses of power are discussed in the following sections.

5.2.1. Degree of acceptance of the ELP in the region

Different sources of data regarding Brussels and Belgium reveals the

tension that exists between the two language groups Flemish and French speakers. As a researcher in a bilingual city, I find that there are public services for each language group. Each existent political party has a representation in each language community. For example the “Ecolo” (the ecological party) will have two separate different organisations one for the Flemish region and other for the Wallonia (French speaking region). In addition, the Ministries of Education exist also for each language group and each institution has its own political agenda and planning.

Evidence from three data extracts reflect the difficulty that this region has with the coexistence between Flemish and French speakers:

“They were a lot of complains from the media, from the knowledge of French for example. Since the Flemish community and the French speaking community are a little bit separated, we have more autonomy. The contacts are fading away. So, our children, our youngsters do not have a lot of contact anymore with the French speaking persons” (extract from interview with M, appendix I, section 008, and p.215-216)

My personal observation:

“I take a deep breath as I am entering into a new language environment. I am trying to forget my French and start thinking in English” (Observation note 001, appendix N. p.254).

“While explaining the objectives of the ELP I used some French tittles to which the Foyer assistant requested that I should only speak in English.” (Observation note 003, appendix N. p.254). .

These are only few examples that illustrate how these two language communities live. Language related political tensions are on the rise again and since August 2007, Belgium does not have an elected stable government as Flemish authorities are claiming more autonomy. This self-government movement is reflected in daily newspaper articles, like one focusing on the Flemish city of Linderkerke, which created a regulation stating that only Dutch speakers are allowed to enter children’s public playgrounds. Other articles tell how some Flemish authorities are changing bilingual road signs to Dutch only, how the Flemish mayor of Merchtem decided to forbid the use of the French language in the schools including the playground, and how the Council of Europe have reported violations to the “Charte Européenne de l’Autonomie Local” (CEAL) signed by Belgium on 1985 and ratified on 2004. for the Flemish authorities discrimination against Belgian French speakers (Council of Europe 13/14 of May, 2008, Le Soir, BBC News, RTBF, EL Mundo).

Consequently, one is able to assume that each community living in Brussels tries to defend what is dear to them, in this case –their language. These examples aforementioned are suitable within Nelde’s theoretical context that language contact might inevitably bring a conflict, specially when the two

languages do not enjoy the same status (2004:14).

5.2.2. Degree of acceptance of the ELP in the Ministry of Education

This category includes opinions that range from acceptability to a lack of interest for the widespread use of the ELP. This category emerges from data collected from the Flemish Ministry of Education, which includes the Ministry, the pedagogical networks and educational administrators, all of whom are responsible for the promotion of the ELP.

Starting at the Flemish Education Ministry level, one discovers that the Flemish ELP model was not validated by the Council of Europe. I learned that the Flemish ELP copy that was handed to me on 2004 by the ELP Flemish coordinator for Belgium (referred as M in this research) was only a pilot ELP version. It seems that the Flemish ELP model did not fulfill all the requirements from the Council of Europe. When I asked the Flemish ELP coordinator the reasons for a non-validated ELP she responded:

“You have a pilot version of the portfolio. I elaborated that to implement it. The criteria of the validation, you have very severe rules. I send it in and it wasn’t validated. For the moment, I do not have the time to write it again. It is a little bit. It is not a priority in our government. It is not a priority of the Ministry. I am a civil servant. I have to do my other work first. For the moment with the revision of all other objectives, I just do not have the time. But the rules of the validation committee are very severe. In some points, they were right. They make the remark. There is an anecdote. I was very devastated about that. They give at the conference, and it was in the website all sorts of documents we can use (sic). Since the language portfolio started, with the European Framework then they (referring to the Council of Europe) added, “Learning to learn”, and they added “Intercultural Competences”. And they add things every year. So I was working with “Intercultural Competences” and I used them in the portfolio I send the documents they gave me and then they the evaluation committee said it was not good. There was a slight problem. I was very angry. I thought if all documents I can’t use then what do I have to do? It is human and it is understandable” (sic) (extract from interview with M, appendix I, section 028, and p.218).

There is a Council of Europe validation committee, which has designed several guidelines, known as validation rules. This aforementioned committee decides upon the ELP format and context for each Council of Europe Member state country. It is the organism responsible for approving or failing any country’s ELP’s application. Once the application is approved, the ELP becomes valid, read legitimate, for its users. The information of approved or failed ELP applications could not be found in any of the Council of Europe published documents.

The Flemish ELP was not approved; information I learned from the Flemish ELP coordinator, at a late stage of my inquiry. Two key factors can explain the reasons for this disapproval. First, the Flemish ELP did not include the Council of Europe logo (requested on the application for validation, *European Language Portfolio, Principles and Guidelines* 2000:17). The Flemish ELP model only included the logo from the Flemish Education Ministry and the names of the ELP authors (see appendix A p.155). Secondly, the ELP model did not include either of the two official languages of the Council of Europe (English or French). The Flemish model was written only in Flemish (*ELP Principles and Guidelines*, section 3.3, 2000:14). However, it is important to emphasize that the Belgian French community and France only included the French language in ELP titles. I wrote to one of the members of the validation committee, F.G., to inquire why these communities were allowed to write the ELP in only one language. His response was that French is already one of the official languages of the Council of Europe, and therefore the other language for these communities to add would have been English. Thus, the validation committee did not want to give a special treatment to the English language (Goullier, 2008). However, he does admit that the situation is 'bizarre'. My view is that this situation is not 'bizarre', but illogical when one finds that the German ELP is also written only in the German language. The Belgian French community could have added Flemish as a second language, since the requirement is to add either English or French in addition to any other languages. Thus, if the Council of Europe aims to promote language assessment in order to "maintain and further develop the richness and diversity of European cultural life through greater mutual knowledge of national and regional languages, including those less widely taught" (according to the preamble R (98)6, Council of Europe, 2001:3). One must not favour one language over the other.

Thus, the disapproval of the ELP Flemish model became a setback for the promotion of this portfolio in Brussels' Flemish region. The European Council website publishes a list of ninety countries with an ELP validated model. In Belgium, the French Ministry of Education have two ELP validated models, one for adults and the other for children. Other countries even have an electronic ELP version (please see <http://www.coe.int/porfolio>) [Accessed on 15 January 2009].

Moreover, the question that one may ask is how the Flemish region can promote the use of the ELP when it does not have a validated ELP model. It could borrow an ELP model from Holland, since the portfolio needs to be applied in the language comprehensible to all its users in order to self-assess their foreign language learning (*ELP Principles and Guidelines*, section 3.3, 2000:14). However, using another model could create confusion because the Flemish language has a rich variety of expressions and

vocabulary, which changes accordingly to the geographical location where it is spoken (Treffers–Daller, 2002:61).

One other factor that influenced the lack of ELP acceptability in Flemish Brussels is the curricular freedom that Flemish education administrators enjoyed. An example of this factor is illustrated in the following quotation from the interview with the ELP contact person In the Flemish Education Ministry:

“They (referring to the teachers) like a lot the concept of a language portfolio, but they refuse to accept the rigid validation rules. They think is too rigid. They want the freedom to make a language portfolio and adapt it to their context and if they adapt it to their concept then there is not possible to validate anymore. They are used to a lot of freedom. And they refuse to adapt to the rules of the validation” (Interview with M, appendix I section 047 p.220).

In addition, one finds that:

“Article 24 of the Belgian constitutions lays down some of the most fundamental features of the educational system: freedom of education; the right to education and equal treatment of all pupils or students, parents, staff and educational establishments” (House of Representatives, 2007).

One factor that influenced the disapproval of the Flemish ELP model has to do with the European Council validation committee’s objective of plurilingualism, which means the ELP should be, designed for the learner to assess all of his/her languages experiences inside and outside the school setting. Thus, the ELP model should provide the space for the recording of all these language experiences and competences (European Council Validation committee rules page 9, <http://www.coe.int/portfolio>) [Accessed 15 January 2009]. When one looks at the Flemish non-validated model one discovers that there is space only for assessing one language. An ELP user will have to make photocopies for assessing other language learning.

In addition, during the interview with M from the Flemish Ministry of Education she comments:

“The problem is that they want to use it for one language. The problematic language is French. So if you try for things like bilingualism ahm, imported with bilingualism in the titles as asked by the validation committee, they will not do that (sic). Because they do not want to promote the language which is French. So they like the concepts of the framework and the portfolio but they want to use in their own way” (extract from interview with M, appendix I, section 049 p.220).

Consequently, the setting factor does play a role in whether people show an interest for a project or not. Continuing within the Flemish Ministry of Education context, the Ministry launched its ELP non-validated model (2001) and later decided to do a survey of the ELP impact in the Belgian schools taking part in the ELP pilot project. The concluding remarks from the teachers' opinion survey fit into this pattern of lack of information or interest, which I summarize in the following quotation:

“Despite the advantage of working with a European core, it remains to be seen if all employers and educational institutions in and out of Flanders will know and acknowledge the Language Portfolio” (Van Haute, 2001:35).

Also in another paragraph, it reads-“the LP must be widely known before the common European core of the LP can be considered an advantage. If most educational institutions are not open to integrating the LP into their language teaching policy, it is useless to promote the use of the LP knowing other schools are not making this effort. Briefly, everyone involved, e.g. schools, employers, learners, teachers, etc. in all the European countries, should recognize this new method. Until that day, it is hard to say whether this method can be truly successful” (Van Haute, 2001:36).

Note: L.P. in this document refers to the European Language Portfolio.

Inside the Pedagogical network (a network of the Flemish Ministry of Education in charge of promoting new educational projects to the schools) context, the ELP acceptance was very limited. Initially, I conducted a telephone survey directed to all one hundred and sixteen state primary schools in order to find the schools' opinions about the ELP. The overall results of this survey indicate that school directors have no information about the existence of the ELP. From the ninety-five contacted schools, only one school claimed to be working with a language portfolio. After a visit to this school (12-02-2008), I discovered they were using a local portfolio designed to help non-native speakers to learn Flemish. Thus, a second survey was designed for all eight state school pedagogical networks, which are responsible for the pedagogical initiatives and information in each school's region. They are the ones who make decisions and transmit the information to the schools. I contacted all eight pedagogical networks and examples of their responses were:

“We know the ELP not in detail but in general terms. We think it is too long and too much information. We need to develop a small portfolio.” (extract from the phone interview with pedagogical network 001, appendix S p.267)

Another example below is from pedagogical network 004, which also suggests the idea of working with a portfolio in general rather than adopting the Flemish ELP:

“We have organised workshops in general for our teachers. They have taken it on and started several experiments in different subjects and projects. Next year we will be working with these instruments on a larger scale.”

In addition, one of the Belgian ELP promoters, a university professor, referred as “A” in this research, describes, during an interview, how policies affect the language use in this country. Therefore, there is the assumption that Belgian language planning and policy may conflict with the widespread implementation of the ELP language policy.

051 A: “The fact that language and policy are so strongly intertwined, in Belgium – in Flanders – definitely has an impact on how we deal with ‘multilinguality’ and ‘multiculturalism’ in our society and our education, that’s for sure. I mean, there are lots and lots of examples here in Brussels, but also in places like for example in Gent, where in schools at the gate, there is an education (sic) which says, “From here on, only Dutch,” or in the – how do you call it – the school implements, the school policy,

052 – Fiona: ... regulations or the results of the school project that you have to sign.

053 –A: Yeah, it’s more regulations that parents have to sign. More and more schools have in these regulations sentence referring that children are not allowed to use other languages than Dutch on the playground and in the classroom. I heard one example of a school in Antwerp where two Turkish children – the parents of two Turkish children got a letter from the principal and in the letter it said, “We’ve seen – we’ve heard your child talking or using Turkish on the playground, and for that he will be punished.” So that has a major effect on the way we deal in Flanders with minority languages – not with ethnic minority languages, because they see Dutch as a minority language in the European context.”

(extract from interview with A appendix M, section053, and p.251).

Within a Foucauldian framework, the Council of Europe discourse is based on the rules for ELP validation. It is a measure of governmentality for all the member states need to comply with these rules. These validation rules can be considered what Foucault (1977:219) would have referred as technologies of power. It is interesting to discover that these rules are not on equal basis for each member country. The policy of bending the validation rules in order to avoid empowering one language over another is not a fair attitude to language communities in this case the Flemish. If the discourse is about language diversity then it is necessary to govern with the same rules for each member state.

The plan to promote the ELP in the Flemish Brussels’ region is a difficult task

because language use is based on the principle of territoriality and this principle is in conflict with the governance attitude of the Council of Europe. Accordingly to Pennycook, (2002:91) “ as developed by Foucault in his later work (1991) the notion of governmentality focuses on how power operates at the micro level of diverse practices rather than the macro regulation of the state”.

From the above examples, one is able to assume that each agent at the micro level has decided to construe the ELP policy in a way that responds to their environment. For example, the Council of Europe decided not to apply the same ELP validation rules for each country. The discourse is that this organisation does not want to privilege one language over the others, but did validate the Belgian French ELP who used one language. The Flemish ELP coordinator finds it difficult to promote the ELP because of the existent curricular freedom, the non-validated ELP model, the teachers' need to use only one language. On the other hand, Mrs. M's governance strived to promote the ELP promotion, despite her knowledge that the Council of Europe validation rules are very strict and finds herself in an awkward position with her colleagues.

“I had a lot of trouble in my work because it (referring to the ELP) was not validated. I failed. And I have problems, so I am no very eager to start again” (extract from interview with M. Appendix I, section 028 p.218).

The pedagogical networks within their authoritative power only examined the ELP but decided not to adapt it as part of their curriculum.

Beyond the examples above mentioned, one finds the environment unsuitable for the ELP policy because there is a discourse of the use of one language only and the ELP users need the freedom to write about their language learning and assessment as well as sharing the cultural experiences. Thus, the research setting is a key factor for the ELP in the Flemish Brussels' region.

5.2.3. Degree of acceptance of the ELP in the Foyer Project

The Foyer Bicultural Project is an organization that welcomes the idea of the ELP as it is an organisation that thrives for language and culture learning. When I asked a Foyer Bicultural project coordinator about the portfolio H.D responded:

“For us to start with the portfolio, it was also to make languages visible to the children and to the schools. Then she adds: So first the language portfolio was an idea for the children; also for their well feeling; to make it

possible that children and teachers and, if possible parents work together in the total process of language learning of the child. But we see that the schools are not –no, not interested.” (Extract from interview with HD, appendix L, section 032, p.240)

Despite the acceptability from the project to the idea of a portfolio, this organisation had to encounter the negative attitude aspect that exist at the school level and which makes it difficult to work with this type of language portfolio

014 - HD: “.At this moment, it’s very silent about these things....I don’t know why, but at a certain moment, some years ago, we had a portfolio and we had also the new idea of ‘Time Language Awareness ’ At the start, we couldn’t get interest for not Taal portfolio, not language awareness. I suggested to Sophie – last year for example we tried to organize teacher training about language awareness, and that --- and related because there was also some interest. This year we’re doing it again, and instead of one, we have to organize twice, and I think we have nearly a hundred people who wants to follow the teacher training about language awareness. There is now, we are going to make a book with the editor about it.... so everybody is talking here now about language awareness, and not Taalportfolio*. I think it has to do with the language policy.” (Extract from interview with HD, appendix L, p236)

* Dutch word for language portfolio

In addition, this organization experienced a critical period on 2008, as their governmental subsidies were allocated to Brussels’ city budget, respectively to the city’s municipalities rather than receiving the funding directly from the Flemish Ministry of Education. The Foyer Bicultural Project coordinators have lobbied to the Flemish Ministry of Education in order to explain the importance of their organization. However, the Flemish educational authorities do not want to continue the financial support for a mother tongue educational program.

Thus, there was a need to change the Foyer project agenda from mother tongue instruction to language awareness. Consequently, this project has been obliged to refocus their objectives and promoting language awareness instead of the initial mother tongue education as the following quote describes of an interview between HD and the Minister of Education:

“He (the Minister of Education) said, ‘I see that your project has positive results. So even for me mother tongue education is not my thing’. ‘But you can’t stop your project if we see that the outcome is good and I know I just can’t.’ Then afterwards he said, ‘yes but I see that your project is not only about mother tongue instruction. The positive result of your project is also because you really work with the communities.’ That’s what it is, it’s true. So

you don't have to see our project just as language instruction. It's more. And so we felt more that yes that is for Brussels it's something special, I think I can accept. But the general message from the minister 'Vandenbroucke' remains, "All problems are solved by learning Dutch. You just learn Dutch, and then afterwards and, for example, is it an opening for a projects immersion" (see interview abstract with HD appendix L., sections 014-016 p.236-237).

Thus, the possibility to promote ELP policies becomes an arduous assignment as this document request to reflect on the learning of all languages including mother tongue. The Foyer governmentality rests on the need to change the organisation's objectives in order to survive as a project.

5.2.4. Degree of acceptance of the ELP in the school

Firstly, the school's agreement for administrating the ELP in their premises leads to the assumption that there is some degree of acceptance for this ELP policy project. Secondly, a Dutch teacher from this school also tried to administer the Dutch ELP on September 2004, but did not succeed due to the lack of interest from the children and the absence of teacher's training regarding this project. Thirdly, it is a Foyer participant school, which provides an announcement board with news in Spanish for the Foyer's parents and students at the school's entrance hall of the school. It provides the 'Studie' service, which is an after-school help session for student and Dutch evening classes for the parents.

Furthermore, the Foyer teachers' perspective at this school, one finds general agreement for the ELP policy as long as two factors are fulfilled. First, the ELP needs to be legitimate to the outside world and in order to obtain credibility there is a need to make the ELP layout user friendly. Secondly, it should not be considered as a self evaluation tool. The following interview excerpt shows the teachers' opinions regarding the need for the ELP legitimacy,

T1= "Yo creo que siempre y cuando nosotros se lo propongamos. Creo que aun no nos damos cuenta del valor que este documento pueda tener en el futuro. T2= (interrupts) Yo también creo que todo depende la aceptación que este documento tenga en el futuro y así de esta manera los estudiantes se van a interesar."

English Translation:

T1= I think that when we suggest this activity to the students it will work. I think we do not know the value that this document will have in the future. T2=(interrupts) I

think also that all depends on the future acceptability that this document will have in the future and in this way the students will become interested (extract from Teachers' interview, appendix D, section 026, p. 163).

From this interview's excerpt, one appreciates that the teachers have an open view towards this document but are aware that the ELP's success depends largely on how the outside world will accept this policy. The following excerpt regards to the ELP's layout that in many sections there was a sense of ambiguity, specifically the instructions.

T2: "A mi me pareció bien, ahora hay que decir que los niños hicieron muchas preguntas durante el ejercicio.

003T1: (interrumpe). Yo creo que no estaba muy claro lo que teníamos que hacer puesto que hay muchas preguntas que son subjetivas. Ahora yo no comprendo muy bien cual es el significado de las casillas aquí." (extract from interview, appendix D, section 003p.162)

English translation:

T2: For me it was okay. Now one must say that the children made a lot of questions during the exercise.

003 T1: (interrupts)... I believe that it was not that clear what we had to do because there were many subjective questions. Now I do not understand the meaning of the little squares in here.

In terms of self-evaluation, the Foyer teachers disagree that the ELP should be considered a self- evaluation tool as it is stated in the Common European Framework of References for languages (2001:20). For them language assessment can only be done when the teacher is able to observe if the student is able to apply a new concept. The following quotation shows the Foyer teachers' opinions:

053 "T2: Esto no lo considero una evaluación de cara al profesor, es más bien una motivación para el niño. Que es lo que está haciendo con las posibilidades que se le estén dando. Que te diga yo soy capaz de hacer esto.

054 T1: para mi es una auto-evaluación, por ejemplo, cuando la pregunta dice comprender un dialogo o una historia corta. Se trabajan historias cortas en clase y luego se hacen preguntas de la historia. En la actividad de la clase es que podemos saber si el niño ha aprendido." (extract from teachers' interview, appendix D, section 053-054p.165)

English translation:

053 T2: This (referring to the ELP) I do not considered an evaluation from a teacher's viewpoint, it is more like a motivation (tool) for the child/ What is s/he doing with the opportunities s/he is receiving. That s/he/ is able to tell what s/he is capable of doing.

054 T1: For me a self-evaluation is, for example, when the question asks to understand a dialog or a short story. We worked on short stories in class and then we ask questions related to the story. In this class, activity is when we can tell if the child has learned or not.

Summarizing the acceptability subtheme one finds in the *Language Policies for a Multicultural Europe, Final Evaluation Report*, and similar opinions as to the citations mentioned above. The Final report is a document that describes the demands needed from ELP users. There are three key elements relevant to this section: First, the need for learner and teacher training as the portfolio shows a new approach for language assessment. This element coincides with the case of the Dutch teacher, in my research setting, who stopped the ELP administration because it was difficult to follow instructions and keep the students interested.

Secondly, accordingly to the aforementioned Final Report, the ELP models need to have a direct link to a country's national curricula. Otherwise, the teachers will feel that the portfolio is just another task that will increase their workload (Scharer, 2000:11). In this research setting one is inclined to think that the pedagogical networks' objective is towards preserving their curricular freedom and take the ELP as one recommendation to language learning and assessment.

Thirdly, ELP models, according to the Council of Europe, need to be validated and implemented in order to for this document to be standardised at the European level (Scharer, 2000:11). In this section, one finds a similar demand from Van Haute in his pilot project regarding the use of the ELP.

Within a theoretical framework, the issue of acceptability is linked to the right of curricular freedom from the educational administrators. Some of them, i.e., pedagogical networks have decided to micro manage their own education rather than implanting a foreign policy which does not respond to their needs. This opinion is exemplified in the following quotation:

"As an array of technologies of government, governmentality is to be analysed in terms of the strategies, techniques and procedures through which different authorities seek to enact programmes of government in relation to the materials and forces at hand and the resistances and oppositions anticipated or encountered. Hence it is not a matter of the implementation of idealized schema in the real by an act of will, but a complex assemblage of diverse forces (legal, architectural, professional,

administrative, financial, judgmental) techniques (notation, computation, calculation, examination, evaluation), devices (surveys and charts, systems of training, building forms) that promise to regulate decisions and actions of individuals, groups and organisations in relation to the authoritative criteria”

(Rose, 1996:42) quoted in Pennycock, 2000:91.

5.3. The feasibility of the ELP in the region.

In the section above, the ELP’s acceptability shows some obstacles to its general implementation, namely the lack of information and interest. This section describes the ELP’s feasibility due to the use of other types of language portfolios. In addition, the Council of Europe has influenced educational entities about the use of portfolios by creating a movement of portfolio assessment through its documents, conferences, ELP pilot projects, and festivities like the European Year of languages, 2001. It is difficult to escape this type of language assessment promotion. The Council of Europe languages’ policy recommends that every citizen should learn the mother tongue and two foreign languages (European Year of Languages Final Report, 2002:22; Mauloff, 2008; Commission of the European Communities, 2008:7).

When analyzing the accounts of educational actors and interview transcripts from the different institutional levels, it can be seen that possible widespread use of the ELP depends very much on the agreement of this portfolio with national or regional curricula. It is also an issue raised on *The Language Policies for a Multicultural Europe, Final Evaluation Report* (Scharer, 2000:11). Examples of these concerns are found from pilot projects in Germany and France. Participating teachers thought this language portfolio increased their workload because the ELP’s content was not well integrated into the curriculum (Scharer, 2000:38-41). Another similar example is from Switzerland, which also had trouble when it came to linking the ELP to the curriculum (Jerman, 2000:4). The quotation below shows how the ELP challenges traditional teaching methodologies:

“Malheureusement le PEL dessert là les programmes scolaires que dans l’esprit des élèves sont avant tout basés sur des compétences grammaticales. On apprend de la grammaire, on lit des livres et on écrit des compositions, et cela n’a rien à voir avec ce qui est décrit là.”

English translation:

Unfortunately, the ELP abandons the school programmes, which in the interest of the students are based above all on grammar skills. We learn grammar read books and write compositions and that has nothing to do with what it is described in here (Jerman, 2000:4) (my translation).

The Council of Europe's response to the above claims is to add this subject of curriculum linkage into their program as one can identify in the work activities from the European Centre for Modern Languages:

"This centre established a group project which is called IMPEL (Implementation du Portfolio Européen des langues) (Implementation of the ELP). Gisella Langé did a presentation with the proposal that the ELP should be included in the national/regional curriculum (IMPEL workshop, 03-2007). This month of May, 2008 this organization has added a web page for teacher training which helps teachers to make the link between the ELP, CEFR and the national curricula (See IMPEL webpage) [Accessed 15 January 2009].

The Council of Europe's perspective is one that enhances ELP's pedagogical aspects and one finds a liberal view about what to do when dealing with very strict school curricula,

"Negotiating (at least part of) the curriculum aims, contents and processes with students, help them grasp the tasks for themselves" (Kohonen, 1999:17).

I interpreted that it is an invitation to make curricular changes in the national, regional or local curriculum. A few paragraphs down in the same text, there is a similar point,

"The options need to be adjusted to the constraints of school/institutional curricula and available resources" (Kohonen, 1999:17).

5.3.1. The feasibility of the ELP in the Ministry of Education

The Flemish Ministry of Education in 2001 participated with the implementation of the ELP in some schools in Flanders, despite the fact that they did not have a validated ELP model; and it decided to do a follow-up survey with the pilot participants regarding this portfolio's utility. In addition, this institution revised their education curricula and made a connection to the Common European Framework of Reference (interview with M, appendix I, section 002, p.215). I assume from interviews and documents that the Flemish Ministry of Education was responding to collective media pressure when language policy makers observe that other European countries are advancing with designing and validating 109 ELPs models to the present day. Some ELP are hard copy as well as an electronic versions, and they are designed for different users e.g. Children, adults, and immigrants. (See Council of Europe, ELP website) [Accessed 2 October 2009]

The Flemish ELP coordinator explained how they are working on making the connection of the CEFR with their regional curriculum:

“One of the big issues in the policy is languages for the moment. We are revising the final objectives for all levels concerning mother languages. In addition, one of the assignments was to link the final objectives to the European Framework. Therefore, we have done the exercise. But now we are revising those final objectives. So we are making the exercise again, to see in what level the final objectives are situated. So it is an important issue. So now it will be possible to (yawning) promote the ELP because we can link it to the national curriculum, and in the past there was not an interest from the teachers’ side because they felt it was something extra” (interview extract with M, appendix I, section 002, p.215).

Although, she said this new project with the CEFR might be an opportunity for the possible promotion of the ELP, s/he later in the interview responded a question regarding the future of the ELP and said:

“The common framework yes, certainly. I am very sure of that. It certainly be very good to adapt it, but the portfolio I doubt it “(extract from interview with M, appendix I, section 059, p.220).

When I asked ‘M’ about the Flemish Ministry of Education plans for the promotion of the CEFR the response was:

“Promotion of the European Framework will depend on what it is decided by other groups than me. There is a language group, very close to the Minister, and there are already options made in order to promote the European framework. I am making plans to talk to the publishers. If they can take the burden of me of creating a portfolio, (sic). I can advice. I will talk to the publishers” (extract from interview with M, appendix I, section 045, p.220)

It seemed that the Flemish ELP coordinator, “M”, felt frustrated after failing to obtain a validated ELP model. From this interview it was not clear who was in control of promoting the ELP or the CEFR. One can assume that once the connection of the Flemish educational curriculum with the CEFR benchmark is done, it will become an easier task for any teacher who wants to implement the ELP.

Three possible factors moved the Flemish ELP coordinator to do a revision of the curriculum and making a link with the CEFR. One of the factors was to respond to the teachers’ lack of interest, reported in the Belgian ELP survey done after the ELP pilot project. The Ministry of Education interviewee says:

“So now, it will be possible to promote the ELP because we can link it to the national curriculum, and in the past, there was not an interest from the teachers’ side because they felt it was something extra. They would lose time and put a lot of energy in something that wasn’t parallel to the curriculum” (extract from interview with M, appendix I, section 002, p.215)

A second factor was due to media pressure and people’s emotions:

“and you have such things in the media, in the newspapers, that says they (referring to Flemish students) can’t speak French anymore; they can’t write anymore, they can’t do that. So I saw the policy measures of the European Union, the works of the European Council, and the emotions of people as decision to revise the final objectives and modern languages” (extract interview with M, appendix I, section 008, p.215-216).

A third factor is a combination of environmental factors e.g. the works of the European Council in reference to its language projects, the emotions of people expressed on the daily newspapers regarding the use of language and which my interviewee refers in the quotation below. It also includes the creation of new language regulations, which oblige schools an expanded teaching of French, starting from third grade, in the Flemish territory.

“The works of the European Council and the emotions of people as such have driven us into the decision to revise the final objectives and modern languages. Then the law was changed for the primary schools now foreign languages are obliged. It is a new law. It is already implemented. That in the third grade of primary schools. That means children from 10 to 12 years are obliged to learn French” (extract from interview with M, appendix, I, section 008, p.215-216).

In addition from the follow up survey after the Belgian ELP pilot survey, one of the conclusions of this report was:

“In many of the descriptors, the Language Portfolio could not entirely be integrated into the language lesson. In some cases the LP was not integrated in the lesson and required extra work for the learners. It is not very motivating for the learner” (Van Haute, 2000: 42).

Within the Flemish educational system, I was able to connect different pieces of data, which reflect this desire for autonomy inside the schools and schools’ networks. My interpretation is that this community will have a difficult time accepting a top-down model because of its tradition of curricular freedom. One example comes from the conclusion of the Belgian ELP pilot survey:

"It must be mentioned that the current version of the LP (he is referring to the Flemish ELP) was generalized so that it could serve as a guideline for those who wish to develop a language portfolio for a specific target group. This model makes it possible for schools to develop a different Language Portfolio based on this one "(Van haute, 2001:44).

I think that Van haute (2001) was not aware that the European Language Portfolios needed to be validated by the Council of Europe Validation Committee. Otherwise, the Council of Europe will not be able to claim that the ELP has "international currency" (CEFR, 2001:20) if each country decides to do a different language project.

Furthermore, the Flemish Ministry of Education feels that the Flemish curriculum does not include all the ELP's assessment competences. In an interview with the Flemish ELP coordinator, she says that schools' regional curriculum cover a broader area when it comes to assessment levels, but that nevertheless the Flemish Ministry of Education decided to incorporate the common European levels of references into its curriculum in order to develop some harmony with the rest of Europe (Information from the interview with 'M' on Feb. 2008 appendix I, section 032, p.219). Thus, this action can be interpreted as a positive approach in order for the Flemish region to be in harmony with other European countries but at the same time limits the ELP legitimacy.

Re-examining the issue of a curricular freedom, I asked the Flemish ELP coordinator, whether the schools' administrators should be encouraged to develop their own ELP, and then be sent to the European Validation Committee as a solution for a possible broader use of this document. The Flemish ELP coordinator responded:

"I will try to convince teachers' trainers, academic professors, teachers, groups of teachers to develop a European portfolio; they all like the European framework. They like a lot the concept of a language portfolio, but they refuse to accept the rigid validation rules. They think is too rigid. They want the freedom to make a language portfolio, and adapted to their context and if they adapt it to their concept then there is not possible to validate it anymore. They are used to a lot of freedom. Moreover, they refuse to adapt it to the rules of the validation" (extract from the interview with M, appendix I, section 047, p. 220).

Despite the Flemish ELP coordinator above opinions, some organisms have created different types of portfolio or have used other commercial models. From the interviews with different Flemish pedagogical networks, I gathered that the idea of using portfolios has developed in the past few years, after

the launching of the Flemish ELP on 2001. Thus, there is the assumption that the idea of using a portfolio is a result of the ELP existence, to maintain harmony with the rest of the European countries and as a way to seek local solutions to the problem of an increased number of non-Flemish speakers in their classrooms (field observation No.12, appendix N, p.256).

Within a Foucauldian paradigm, one can interpret that the validation rules administered by the Council of Europe Validation Committee can be considered as form of discipline. Foucault (1977:139) said, “Discipline increases the forces of the body (in economic terms of utility) and diminishes these same forces (in political terms of obedience)”. Thus; comparing the schools’ administrators with this form of discipline, one assumes that they have opted to obey their regional form of governmentality by creating portfolios that responds to their local needs.

5.3.2. The feasibility of the ELP and the Foyer Project.

Another example of this referred indirect impact comes from the Foyer Bicultural Project. On November 2004, it hosted a language conference “Journée d’Etude Le Gout des Langues” in which they invited the Flemish and French educational community to share their opinions about language learning and which it included a section about the use of the European Language Portfolio in Brussels and Holland. It was a unique experience to see participants from Flemish and French communities discussing together language related issues. Following this conference, the Foyer Bicultural Project (January 2005) was interested in designing an electronic ELP model. However, the funding was not available. In addition, the following quotation shows how the Foyer Project initial enthusiasm to promote a “Taal-portfolio” (language portfolio) faded due to the language obstacles encountered in the schools:

“So, already we are short in time. Language portfolio for me remains something important, but it’s just something I say if someone has the time to take it up, we can collaborate. And if they give one full time to me and you say, “do that something for me with Taal portfolio” then I can try to find some schools where I have a basic motivation, but keep this basic motivation awake by going to the schools. Try this. In two weeks, I can’t. Now we will see together. But we just and.. What we tried is, so we hoped that the motivation from teachers who read Dutch – strong –What we gave something to them (meaning motivation) and if they are creativity (sic) and so it would work eh? find its way. (sic). It’s not working like this, and that has to do with the language policy I know. It’s not the fault of the teachers, but they are just indoctrinated – I understand. They feel that the Ministry of Education, everybody’s saying, ‘Your responsibility is Dutch, Dutch, and Dutch’ (sic) (extract from interview HD, appendix L, section 043, pp.242).

In addition, HD, interviewee from the Foyer Bicultural Project, explains the reasons for the Foyer's objectives to switch strategy and no longer promoting any language portfolio:

"I have to think of it economically. If language awareness – there is openness now for language awareness (sic). We say, all right, it has to do about multilingualism. We can give our ideas about–(meaning the defining for the teachers the concept of language awareness) because (that is) what we are doing, and that is different, so language – because language awareness normally doesn't has to do something (sic) – especially with minority languages." (extract from interview HD, appendix L, section 043, p.242).

I have gathered four different language portfolios from The Flemish Brussels region. Two of these models from the Foyer Project. Examining these four Flemish language portfolios (see two samples at appendix W, p.278) each one is different from the other. They also differ when compared to the Council of Europe ELP validated models. These portfolios seemed to be user-friendly because of the many helpful designs, short sentences and/or questions, and easy vocabulary. They do not have any competence levels like the ELP. It is my interpretation that they are designed to fit within the local context of the people using them. It is an issue of concern whether the European Language Portfolio, as an assessment tool, should be a top-down or a bottom up model in order to have authenticity among its users.

The Taalportfolio was designed by the Foyer Project on 2003 to serve as guide for learning Dutch. The learning approach of this portfolio is that the user is able to compare Dutch songs and fairy tales with the other languages known to the student. In this manner, it takes the learner's prior language learning experience. See video of this portfolio implementation at the www.foyer.be/taalportfolio [Accessed 21 December 2009].

Another example of these language portfolios is from the "Dal Al Amal", which an organisation under the Foyer project umbrella, and its portfolio was created in 2007 (see appendix W p.278). The person in charge of this organization, identified as "R" in this inquiry, is trying to help immigrant women with language and survival skills. The Dal Al Amal organization has developed a language portfolio, with an emphasis on citizenship issues, for mostly Turkish and Moroccan women who are living in Brussels. In a telephone conversation on (30-01-2008) "R" told me that this type of portfolio answered the needs of the women of her group because they have very basic language skills, as some of them have not finished school (primary level) and their knowledge of French or Flemish is very limited.

One Flemish pedagogical network uses a Dutch portfolio called 'my digital

me,' with secondary level students. They can fill in this portfolio electronically and they can modify it by adding competences, something that it is not possible with the ELP (extract from interview with FV, pedagogical network 006, appendix S, and p.267).

In conclusion, a major finding in this inquiry is that one ELP model is not able to respond to the local needs of a target population. The Flemish educational administrators are interested in the language portfolio idea, but only as long as it leaves them enough liberty to make any modifications that are necessary. Thus, one finds that the impact of the ELP is limited, and it is a difficult task for teachers and students who would like to use it as an assessment tool for mobility purposes inside the Brussels Flemish region.

5.3.3. The feasibility of the ELP in the school

The Foyer teachers, who were interviewed for this research, found the ELP feasible as long as it has legitimacy in and outside the school. They thought that the many ELP descriptors did correspond to the activities they did in class:

“Teacher T1: En comprender una historia y saber contarla, hacer una descripción de alguien de la situación de un lugar, son cosas que trabajamos permanentemente con los niños en cada grado. T2: (continues) si se trabaja.”

English translation:

T1: Understanding a story and knowing how to tell it, write a description of somebody, of a circumstance, are things that we work permanently with the children on each grade. T2 (continues) yes we work on. (my translation). (extract from interview with the teachers, appendix D, and sections 037-038 p.164)

These positive opinions from the Foyer teachers might be due to the curricular freedom they have enjoyed and their school's external status as the Foyer Project pays them. The Foyer Spanish curriculum is based on the textbooks and the teachers decide what material to use in a classroom. In addition, as there are few students in this program, there are combined Spanish classes of third and fourth graders (research setting for pilot study, 2004). Thus, students in their Spanish class learn basic language competences like listening, writing, speaking and reading. The initial Foyer Bicultural Project's objective was to help students with mother language instruction considering a possible integration into their home country (Leman, 1990:12). However, as time elapsed and ethnic minority immigrants were able to obtain the Belgian nationality, these groups of people decided to stay in Belgium. Consequently, Foyer's objective for mother tongue instruction changed as a mean to help children into Dutch language learning (Leman, 1993:90-91).

In addition, the Foyer students' grades (score) for their Spanish class instruction is only symbolic because it does not have any validity within their school and Flemish curriculum context. Spanish nationals or Spanish descendants are the only students who earn an official certificate from the Spanish embassy (observation note, No.002, appendix N, p.254). I concluded that even within the Foyer project there are limitations to implementing an ELP policy because of the school's evaluation to the learning of other languages.

Leman (1993:97) states:

"If bilingualism and biculturalism are solidly built into the global curriculum, if the teachers who teach in the programmes are not inferior as regards quality and legal status to their colleagues and if they are well integrated into the team, then there is no reason why bilingualism and biculturalism should turn out to the disadvantage of pupils."

In this case, I think that Leman's statement makes sense and unfortunately, it responds to the causes why sometimes bilingual and bicultural systems do not work.

5.3.4. The feasibility of the ELP for the Foyer minority students

The ELP feasibility was interpreted on how responsive the students were to the portfolio. Starting with the level of difficulty, I learned from the interviews that some students were confused about the ELP's purpose. The basis for this assertion is that one student when asked what has he learned, he responded that he has not learned a thing. Ipacaa: "a mi nada". Translation: For me nothing. (extract from the 3rd grade interviews. Ipacaa, appendix F, section 030, p.173).

From the ELP Final Report Council of Europe Evaluation Report (Scharer, 2000), identifies similar cases in which difficulties within the ELP are experienced. For example in the case of the U.K., within the CILT context, "the most frequent criticism were that the language used was a little too complicated, self assessment was unreliable, and that the layout should be improved" (Scharer, 2000: 45). Another example comes from the CERCLES, which also found difficulty the descriptors, which were too rigid and not clear enough (Scharer, 2000:60).

From the Belgian ELP pilot survey perspective, one discovers problems similar to the ones mentioned above. Learners thought that the ELP was difficult to understand and time consuming (Van Haute, 2001:11). Flemish

teachers complained that the assessment descriptors were not clear enough in the sense that many descriptors from one level were similar to descriptors of a higher level:

“Many descriptors in level B1 were hardly different from those in B2.

Some descriptors were very vague and did not correspond to reality. That way they can be interpreted in many ways.”

In addition, in the same concluding paragraphs the teachers expressed the following opinion:

“What it is meant exactly by ‘instructions’ in the fifth descriptor of level B1 speaking skills?”(ELP pilot survey from the Flemish Ministry of Education, Van Haute, 2001:12).

One of the concluding statements from the Council of Europe ELP pilot project came from the teachers who said that the terminology employed was very vague and difficult to understand (Scharer, 2001: 12).

In my ELP pilot experience, the teachers observed that the students had a hard time responding to these questions,

010 T1=“Yo diría que hay que explicar mejor a los estudiantes de como pueden contestar algunas de estas preguntas. A lo mejor deberíamos revisar algunos de los términos empleados. 011 T2= Yo soy de la misma opinión algunos niños no comprendían que es lo debían hacer.”

English Translation:

T1= I shall say that one needs to explain better to the students how to answer some of these questions. Perhaps we shall revise some of the concepts used in the document. T2= I am of the same opinion that some children did not understand what they had to do, (teacher interviews, appendix D, p162.) (my translation).

Continuing with the teachers’ viewpoint, one teacher thought that the students, referring to the third grade, asked many questions during the application of the ELP. Teacher 002 said:

T2= “A mi me pareció bien, ahora hay que decir que los niños hicieron muchas preguntas durante el ejercicio.”

The English translation:

I thought it was okay (referring to the ELP), now one must say that the children asked a lot of questions during the exercise. (my translation), (section 002, appendix D, p.162).

T001= (interrupción) “yo creo que no estaba muy claro lo que teníamos que hacer puesto que hay muchas preguntas que son subjetivas. Ahora yo no comprendo muy bien cual es el significado de las casillas aquí.”

The English translation:

Teacher 001-(interrupts) I think that it was not clear what we had to do because there were many subjective questions. Now I do not understand as to what these squares mean (section 003 appendix D, p.162). (my translation).

From this inquiry's ELP pilot experience, some students responded erroneously when asked what they had learned from the ELP. One student said that he had learned about doing additions and divisions, items which are not included in the ELP.

“He aprendido lo que se leer, a escribir las sumas, las divisiones.”

English Translation:

I have learned that I know what I am reading, to write additions and divisions. (extract from 3rd grade interviews. Gorrión, Appendix F, section 014, p.173) (my translation)

Another one said: 022 J: (Hay un momento de silencio). “Aprender a leer y a escribir.”

English translation:

022: (There is a moment of silence). Learn to write and read. (appendix F, p.173) (my translation).

From the video observation, third grade:

“There were some long pauses and it may be that they do not know enough the subject and makes them feel uncertain about the answers” (Appendix H, Considerations section, p.205-206).

I asked another student, who seemed a little bit lost, if the portfolio has been something easy or difficult to do. He responded that he had problems with the self-evaluation (it refers to the ELP section where the student after reading each language proficiency benchmark places a check mark next to his/her proficiency level).

005 F: “¿Ha sido difícil o fácil?”

006 G: Unas cosas.

007 F: ¿De todo estas preguntas (enseñando su ELP) que crees que te ha Sido lo mas difícil?

008 G: (Busca entre los papeles para contestar y señala las escalas). Estas.

009 F: Esta parte es decir lo que sabes en cada una de las escalas. ¿Porque te ha sido difícil? (Silencio)

English translation,

005 F: Was it easy or difficult?

006G: Some things

007F: from all these things (showing his /her ELP), what do you think has been the most difficult?

008G: he searches all his papers, signals the levels of competences, and responds: These ones.

009F: This section one has to say what you know en each of the descriptor levels. Why has it been difficult?” (Silence... no response) (Extract from the interview with Gorrión, appendix F, p.173) (my translation).

Furthermore, another major finding in this inquiry was the ELP readability level. The vocabulary employed by the ELP was not appropriate for third grade students. They had difficulty answering questions in the language biography and language passport ELP sections (observation field note 009, appendix M p.246). Besides the vocabulary employed in the ELP, I felt that the assessment descriptors were too long to be retained by eight-year old children. If one reads each descriptor from the passport section, one can see that the sentences are identical to those in the adult ELP version. This model did not make any adaptations to help in the reading comprehension of the young ELP users. Below is an example form a language competence descriptor taken from the children’s passport section for level B2.

“Comprendo discursos y conferencias extensos e incluso sigo líneas argumentales complejas siempre que el tema sea relativamente conocido. Comprendo casi todas las noticias de la televisión y los programas sobre temas actuales. Comprendo la mayoría de las películas en las que se habla en un nivel de lengua estándar” (ELP, Spanish model)

English translation:

I understand speeches and extensive lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most tv and current affairs programmes. I can understand the majority of the films without too much effort (ELP, Spanish model) (my translation). (Available from: [http:// www.coe.int/portfolio](http://www.coe.int/portfolio)) [Accessed 5 February 2009].

In my experience with the ELP pilot application, one finds accounts from students who were having difficulty with the vocabulary like Copa de oro: “Esta, algunas palabras estaban muy difíciles. English translation: Copa de oro: This, some words were very difficult (students’ interview from the pilot application, appendix G, section 012, p.193).

Continuing with the students’ perspective in the category of the ELP possible impact, students think that owning an ELP will have an impact on their lives. This document allows them to record all their language experiences. However, their ambition is linked to the use of the portfolio as a job searching employment. The following quotes show examples of the students’ interests:

“Si porque así puedo por ejemplo voy a buscar un trabajo. Como estudiante, me voy a decir allá y voy a decir, hay empleo aquí. (sic) Enseño el portafolio. Uno va a decir tengo un empleo en Español (sic). Lo quiere aceptar. Un empleo en Neerlandés ¿lo quiere aceptar? Le voy a decir que a lo mejor que si. Y en Francés también. Aquí hay una hoja de los viajes, de las vacaciones. Me puedo acordar de donde he ido. De mi abuelo, con el siempre hablo español. Así me puedo acordar de los buenos momentos que hemos pasado juntos” (extract from interview Ibis eremita, appendix F, section 020, p.178).

English translation:

Yes, because I can for example look for a job. As a student, I will go over there and ask if there is a job here. I show the portfolio. One will say (referring to the employer) I have a job in Spanish (sic). Do you want to accept it? A job in Dutch do you want to accept it. I perhaps will say yes. And in French the same. Here there is a sheet of paper about the trips, about vacation. I will be able to remember where I have been. About my grandfather with whom I speak Spanish. Like this, I can remember the times we have enjoyed together (extract from interview Ibis eremita, section 020, appendix F, and p.178). (my translation).

Another student regarding employability said:

D:” también en el trabajo. Para mi patrón. Entonces si dice Ah! Eres bueno en español. (sic) Ah! te puedo dar un trabajo en el que sea bueno en español o en francés. O si dice también; Ah! hablas Español, Neerlandés, Francés, puedes hacer el trabajo de traductor entonces seria bien para mi. Es todo.” (extract from interview with Diamante Moteado, appendix F, section 034, p.178-179.

English translation:

D: also at work. For my boss. Then if he says Ah! You are good in Spanish. Ah! I can give you a job, which requires that you are good in Spanish or in French. Or if he also says ah! You speak Spanish, Flemish, French then you can do the translator job and then it will be good for me. That it is all (interview with Diamante moteado, appendix F, section 034, p.178-179) (my translation).

5.4. The utility of the ELP in the region

The usefulness of the ELP is difficult to measure because there is not a language policy in favour of this project. There is not evidence in either the interviews' transcripts or documents for analysis.

However, one can say that despite the absence for an approved Flemish ELP, the community continues to move forward not necessarily on the implementation of the ELP but into the idea of working with language portfolios. As long as the language portfolios stay within the country's language policy boundaries then these portfolios are useful. From the four-language portfolio models I collected, three of them are written in the Flemish (Dutch) language. There is only one written in French because it was designed for a group of immigrant women who do not speak the Dutch language (see appendix V p. 273).

In addition, the ELP has been a widely discussed subject in the region at conferences, discussions, publications of articles organised by different state and private organisations such as the Foyer Project, British Council (Brussels), the University of Ghent, Vrije Universiteit Brussels, etc.

An example of a Brussels' ELP conference that illustrates the ELP status in the region was the 'De-mistifying the ELP (2004), organised by the British Council. Mrs. 'M' explained the concern that students' self-reflection should be more than a portfolio activity but a way of life, indicating that there are other educational tools that serve for this outcome. In addition, 'M' had other concerns such as if the ELP should be in or outside the curriculum? If the ELP should be standard or have different versions? Moreover, if the ELP should represent the whole language curriculum or be a pedagogical bone? (M, public presentation, 2004, see British Council website) [Accessed 11 January 2008].

Thus, the existence of the ELP has served as a reason to reflect about language learning and assessment. Within a theoretical governmentality framework one assumes that the Flemish Education Ministry is not completely rejecting the ELP but wish to remain independent from the

Council's of Europe guidelines.

5.4.1. The utility of the ELP for the Ministry of Education

Perhaps after analysing the difficult ELP experiences expressed by 'M' (ELP Flemish coordinator) one can assume that there is not a benefit to the Ministry. However, the fact of reforming their own curricula to fit into the needs of the Common European Framework it shows that the institution wants to cooperate for a possible harmonization but without abandoning their freedom.

In addition, one can see the published articles based on the use of the portfolio in the Flemish Ministry website (www.ond.vlandereen.be) [Accessed 7 January 2010] that reflect the advances of this institution regarding the subject.

5.4.2. The utility of the ELP for the Foyer

The ELP has been useful for the Foyer Project in the sense that they have published that an ELP pilot project took place inside their organisation (See Foyer website) [Accessed 30 November 2009]. I was never asked if I would mind the publication of such information, since I was the person administering the ELP to some of their students. The report does not express any results from the administration of the ELP or any plans. The article concentrates on explaining the different sections of the ELP.

The existence of the ELP may have influenced the idea of working with language portfolios. On 2003, the Foyer Project created a language portfolio, mentioned before in section 5.3.2. this document, named *Thuis Spreek ik ook* (At home I also speak) which seems to respond to the local needs of the ethnic immigrant students. It is a portfolio that asks the children how certain songs are sang in their native language or greetings forms done on different countries as examples (See Foyer website)[Accessed 30 November 2009].

When observing the video of their language portfolio activity –“Thuis Spreek ik ook”, one is able to admire the students' eagerness to participate in the activity translating words and songs in their mother tongue. When comparing this video data to the one I collected from the Spanish ELP's administration, one is able to see that their local portfolio is an user friendly tool. The students understand what they need to do. In the Spanish ELP video data from third graders one observes that students do not know what to respond or just give an expected answer. There are also laughs, teasing and long

pauses (please read summary of video clips 001-008, appendix H, and pp.206-207). Thus, I assume that the ELP's existence has been useful for piloting other regional language portfolios and teaching methodologies.

5.4.3. The utility of the ELP for the Foyer minority students

The two participating Spanish teachers thought that the ELP was useful because it helped students to visualize what they were learning. In addition, they emphasized how this tool can motivate students who want to learn more. The ELP was also an opportunity for the teachers to learn about the three of four languages that some of their students are dealing with (sections 026-029, appendix D, and p.163-164).

The sixth grade students' experiences with the ELP were positive because they said they were able to write down all the languages they had learned. Their answers are reflected on the students' group interview (section 008,060,070,098; appendix F, pp. 173,180,181). The students felt the ELP could be useful in helping them find employment and for some it was an opportunity to reflect about their language learning.

The ELP as a tool to help with employability is a theme discussed previously in section 5.3.4 p.p. 111-112 this document. There are many other examples that describe students' opinions regarding the ELP. This language portfolio was for them a way to increase their employment opportunities. I found that theme to be the dominant theme in the interviews.

According to the Council of Europe, there is not a direct link between an increase in job opportunities and the ELP. There is only the implied factor that the ELP serves to facilitate mobility across Europe (Little and Perclovà, 2001:3). In addition, Trim (1999:8) expands upon this aspect of mobility when he says that the ELP enables the learner to integrate into the "national life of the countries they visit".

Within the ELP pilot implementation programmes, one reads in the different publications, examples of how ELP users were interested on the use this portfolio would have for their employers or future employers (Fehlman, 2000:21-23; Scharer, 2000: 46, 47, and 60; Lazenby-Simpson and Little 2000:67). However, the Belgian ELP pilot project mentioned the fact that the ELP will not have any validity as long as employers, institutions and schools do not incorporate the ELP into their system. Consequently, according to Van Haute, teachers and students who used the ELP lost enthusiasm as they knew that this document was known abroad (2001:8, 34, and 43).

Self-reflection about their learning process was evident in discussions with sixth grade students, as they were able to assess their knowledge for each language they were learning. Little and Perclová write that one of the functions of the ELP is pedagogical. In the context of utility, the ELP is designed to help students reflect on the learning process that enables them to become more responsible (2001:3). One student confessed that it was the first time that someone had asked him how many languages he spoke.

One student said,

“Pues que si que vi los idiomas que sabía hablar mejor y los que tenía más dificultad.”

The English translation

“I could see the languages that I could speak better and the ones I had more difficulty” (Suiriri, appendix F, section 070, p.180). (my translation)

Another student said:

“Gracias a el (refiriéndose al portafolio) puedo saber en que lenguas soy mejor y peor y puedo mejorarme. (sic) Por ejemplo en el neerlandés es el idioma que tengo mas dificultad y puedo leer más libros en neerlandés, hablar con mis amigos en neerlandés, hacer muchas cosas en neerlandés. (Se escucha un poco de risa) En español se hacer bien aunque tengo muchas faltas de ortografías. Y en francés también lo hablo bien y escribir depende de las palabras” (Paloma, appendix F, section 048, p. 176).

English translation:

Thanks to it (referring to the portfolio), I learned in which languages I am better or worse and that I can become better. For example Dutch is a language with which I have more difficulty, but I can read a book in Dutch, speak with friends in Dutch, do things in Dutch (One hears a laugh in the background). With Spanish, I can do well, although I have many spelling mistakes. And in French also I can speak and write depending on the words (my translation).

Another example:

“Que aprendo lenguas leyendo”

English translation:

I learned languages by reading (Ibis sagrado, section 006, appendix F, and p.173). (my translation).

Example from video observation, sixth grade:

"Ibis eremite speaks with a lot of confidence and uses his ELP as a visual support to explain the benefits that this document has for him" (video clip 013, appendix H, p.208).

Furthermore, when students were asked about their ELP present and future use one finds some evidence of this reflection in the sixth grade students' group:

"Voy a hacer ejercicios El neerlandés lo puedo (ameliorar) (el quiso decir mejorar) leyendo con mi hermano. (sic) En español también un poco porque tiene un poco de dificultades. El francés puedo continuar hablando con mi madre." (Ibis eremita, appendix F, section 010 p. 173).

English translation:

I will do exercises in Dutch; I can improve it by reading with my brother. Spanish, also a little bit because there are some difficulties. I can continue speaking French with my mother. (my translation)

Another student said:

"Estoy mejorando y ahora estoy aprendiendo inglés. Y creo que no soy bueno pero en verano me voy a un campamento en Washington. Entonces seré hacerlo mejor" (extract from the group interview, appendix F, section 042, p.176)

English translation:

I am improving and now I am learning English. I think that I am not good but in summer, I will go to a camp in Washington. Then I will be able to do it better (extract from the group interview, section 042, appendix F, p.176) (my translation)

In addition, the participating teachers felt that the ELP implementation was an enriching experience. They were informed about the existence of the CEFR and the ELP. In addition, one of them expressed how she, as a teacher, would combine the information that already exists for language evaluation with the new material from the ELP (extract from the teachers' interview, appendix D, section 044, p.164).

The results of this inquiry showed that the young users (3rd graders) had difficulty with the ELP readability level, and thus cannot take an immediate advantage from this portfolio. However, the teachers think, independently of the obstacles, the ELP as a beneficial tool because the students are able to visualize their learning and value the fact that they know and speak other

languages. The ELP became a sort of a blueprint where they were able to write what languages they were able to master. One cannot assume that the ELP helped them with self-reflection. Since these children study in a multicultural environment and are aware of the languages they speak. However, it was an opportunity to show their language abilities to their Spanish teachers, classmates and me. This is something difficult to show in the Flemish educational system because, as HD states:

“Children are treated here in the Flemish part as if they have an empty language head when they enter the school. Like you know Dutch, or you know nothing. And all the competences you already have – in Polish, (the interviewee gives this language as an example) I don’t know it doesn’t exist. They said children have to leave all these things behind because they entered the school, and if you don’t know Dutch, you’re out. They are seen as an empty box” (extract from interview HD, appendix L, section 016, p.236).

5.5. Conclusion

In summarizing this chapter, one finds that the social-educational environment for this research setting is a key element in determining the ELP’s lack of impact. The language division, which is ruled by the principle of territoriality, does not provide a suitable environment for the use of this language portfolio because its objectives are based on the protection of language diversity and the promotion of a pluralistic society (Council of Europe, 2001:2).

The Flemish ELP implementation strategy has not been suitable to the cultural educational character of the Flemish region. The fact that a validated Flemish ELP was not obtained could have affected the possible broader use of this language portfolio. As for the school survey, I did for this research demonstrates, most primary state schools did not know about the ELP. On the other hand, educational pedagogical advisors, although informed about the Common Framework of References and the ELP, have opted to revise portfolios in a general manner and, in some cases provide other alternatives.

Nevertheless, the ELP has had an indirect impact on the community, as the Flemish regional curriculum will adapt to the proficiency levels of the Common European Framework of References, making the implementation of the ELP potentially an easier task. In addition, small activities such as conferences and the creation of different types of language portfolios could be an indication that these educational entities accept the idea of a language portfolio, as an assessment tool, but not the strategy of a top-down model. In addition, it is important that the CEFR does not become the body that standardizes knowledge, as it is a framework that does not take into account

the integration of majority and minority speakers as Shohamy, (2006:97) has suggested in her interactive multicultural model.

A thin line divides the research data into the Flemish educational entities' ambiguous behaviour towards the ELP and the Council of Europe's language policy imposition. Brussels is under the magnifying glass as it is Europe's capital, and there is an expectation to fulfilling Europe's language policies. One identifies that some factors were not favourable to the possible ELP broad implementation such as the non-validation of the Flemish ELP and the unequal treatment received from the ELP validation committee. Consequently, the following and final chapter of this thesis analyses some of the implications to the lack of ELP impact within Foucault's concept of governmentality and Nelde's language contact and conflict theory.

Analysing these sub-themes from a theoretical framework I think about the conceptualization of policies. Foucault has described policy in terms of conceptualizing ideas that need to follow into the norm of the technologies of power. Thus, on one hand, we have the Council of Europe policy who exercises its form of government and then the Flemish educational agents are the subjected into this form of self-regulation, which is expressed in the form of linking their educational curriculum in harmony to the Council's policy. It is an approach for these educational administrators to continue to be part of the team of the Council state members.

Chapter six: Discussion

6.0. Introduction

The results that emerged from the data led me to infer that one language policy is not suitable to all settings. Thus having an ELP policy from the top-down level might not readily work for every Council of Europe Member State country. Thus, Foucault's governmentality theory and Nelde's language contact and conflict principle are appropriate elements for explaining the results of this inquiry in a theoretical context.

The findings of this inquiry report that the ELP does not have an impact in the Brussels Flemish region. Data shows that the imposition one validated ELP model for all and the readability level of some of these ELP models are some of the obstacles for this ELP policy to have an impact on the Flemish Brussels region. One possible explanation for this outcome could be Belgium's linguistic laws and possible the fact that the Flemish ELP was not approved.

"It is a strict concept in the sense that when you want to-when you develop a portfolio within the European –or even outside Europe-and you want to have the recognition of the Council of Europe, they you have to follow a strict procedure. And the concept you have to follow, the type of Portfolio you develop has to fit within the format. So that's why I call it a strict format" (extract from the interview with "A", appendix M, section 008, p.245).

This study has limited itself on the ELP administration to the Foyer (Spanish) minority speakers. Thus, if the ELP is applied to another group of students in a different language policy setting may produce entirely different results. It would seem that more research is needed in this area to clarify the issues of language policies vs. educational initiatives. This study should be replicated in similar settings in order to investigate how language policies affect language use and learning.

The structure of this chapter starts with section 6.1. which describes briefly the causes for the lack of the ELP impact. Section 6.2 explains the first major finding of why one ELP does not fit to all the learners. One concludes that the Spanish ELP model does not respond to the minority students needs. Section 6.3 describes a second major finding, which is the function of the Flemish governmentality as a cause for the ELP lack of impact. This regional form of government is in contradiction to the supranational form of government. Section 6.4. it is the conclusion of this inquiry and gives recommendations for future language policies in the future.

6.1. The lack of impact of the ELP in the region

The empirical evidence leads us to conclude that the ELP does not have an impact in the Brussels Flemish region. Despite the initial actions for creating a Flemish ELP and undertaking a pilot ELP implementation, one discovers that the ELP is not in use in the Flemish Brussels region. The Flemish region's governmentality is an obstacle for the widespread ELP implementation. Belgium's rigid linguistic laws and the education administrators' self-government are factors for the development of other language portfolios, which correspond to their regional needs of protecting one language, the Flemish.

The Flemish decentralized educational system allows the administrators in this case the pedagogical networks to decide which educational ideas or projects will be proposed to the different state schools. In this case, they have proposed other types of portfolios, which in their majority are geared to the learning of Flemish (Dutch).

"F.V. (from a Flemish pedagogical network) told me that they were aware of the ELP and the Common Framework of Reference. They found the ELP a difficult document to work with and very extensive. It does not respond to their needs with non-native Flemish speakers. They are making their own version and it will be ready beginning of June. This person would like me to come and see their portfolio" (extract from the pedagogical network survey, appendix S, p.267).

6.2. One size does not fit all

One major finding that has resonance on this inquiry is that one ELP model is not suitable for all the target populations. This portfolio was approved and launched by the Council of Europe on 2001. A top-down level project as the European Language Portfolio does not take into consideration the cultural and languages differences of ethnic minority students.

For example Hornberger, (2002:47) thinks that what we have in Europe is a linguistic paradox. She states that "one hand, the European countries spend so much time and money to develop multilingualism and on the other hand neglect the plurilingual resources of the migrants in their midst".

From the Foyer teachers' perspective, they have little information about the use of the ELP and the CEFR. They think that having one common framework for Europe is a difficult task:

T1="Seria interesante saber que son los requisitos mínimos que se necesitan aprender en un nivel y que así se pueda cambiar de país. Tener una guía no me parece mal. No es fácil y no será fácil establecer las mismas pautas entre todos los países. T2= Por muchas pautas que se quieren poner entre todos los países tampoco será nunca igual en todo" (extract from interview, appendix D, section 046, p.164)

English translation:

T1: It will be interesting to know what are the minimum requirements that one needs to learn for one level (proficiency) to the next, and in this way be able to move to another country. Having a guide is not a bad idea. It is not easy to establish the same standards among the countries. T2= Even when they establish all these standards between all the countries, it will never be the same.

Moreover, as a researcher in this inquiry, I was concerned with some of the ELP questions regarding trips outside the country, summer camping activities, writing e-mails, etc. I thought these questions do not necessarily correspond to the Spanish minority group living standards. Thus, I shared my concern with the Foyer teachers:

I="Algo que me inquieta es que digamos yo no diría para el caso de 5to y 6to grado pero los grados menores 2do, 3ro y 4to grados, donde existen niños latinoamericanos y que por razones obvias pasan dificultades económicas , dificultades, por ejemplo, situación legal. Me pregunto si estas preguntas (ELP) no están fuera del alcance" (extract from interview, appendix D p. 164)

English translation:

I= Something that concerns me is to think , not in the case of 5th and 6th grade, but the lower grade students 2nd, 3rd and 4th grade , where one finds many Latin American children, and that for obvious reasons they experienced economic difficulties, and for example (another problem) their legal status. I asked myself if some of these ELP questions are out of their context.

Consequently, I think that language portfolios should be designed at the local level in order to respond to the learners' needs. Otherwise, one may face students who are discouraged because they left so many blank spaces in their ELP. Thus, it is not strange that the Flemish Brussels region decided to do other portfolios. In addition, it is an invitation to reflect about 'M's comment regarding the ELP as a reflection tool and she states, 'self-reflection should be more than a portfolio activity but a way of life' (Woensel, public presentation, 2004, see British Council website). [Accessed 8 January 2010].

6.2.1. Readability of the ELP

Additional evidence to the above-mentioned major finding was the readability problem of the Spanish ELP model. The Council of Europe committee (See Council of Europe website) approved this ELP model on 2003. The Foyer teachers thought the ELP was beneficial for the minority students because it allowed them to visualize their own language(s) learning. However, this benefit was minimized to the fact that the minority students struggled to interpret the meaning of the ELP questions.

When a Jacinto was asked why he did not like the passport section, he said:

“Porque esto es hacer mucho las preguntas y no comprendo las palabras”
(extract from the interview with Jacinto, appendix G, section 011, p. 199).

English translation:

Because I do not like much the questions and I do not understand the words.

One finds that this ELP does not answer the language needs of the Spanish minority students. For instance, the Spanish educational administrators need to design a portfolio that it is comprehensive to the children according to the age group. If one compares the ELP for adults with the ELP for children, one discovers that the assessment questions are phrased in the same manner. Consequently, it was a difficult task to administer this ELP model to the children.

Moreover, I mentioned before in section 5.2.4., the Foyer teachers affirmed that their students had trouble answering the many questions during the ELP application and that some of these questions were subjective. In addition to the ELP readability and format in general, this portfolio does not address the minority students' experiences of living with different languages at home, school and neighbourhoods. Krumm (2007:669) states:

“For example, the descriptors of the CEFR do not recognize the special situation of multilingual speakers, with their ability to codeswitch between languages despite the fact that this specific competence is described in chapter 6.1.3.2 of the CEFR.”

On one hand, the European Language policy discourse is for the protection of Europe's language diversity; but on the other hand, the institution does not apply the language diversity concept inside the portfolio context. The

ELP models were not designed for minority speakers or ethnic minorities or immigrants. There is only one ELP model for immigrants in Ireland developed by Lanzeby-Simpson, Little and O'Connor (2000), but nothing else has been projected for the future because their concern is that each immigrant learning acquisition is different (*Refugee Language Support Unit*, Council of Europe, Sept. 2000) (no page number available).

6.3. Governmentality in the Brussels Flemish region.

The third major finding was the function of the Flemish regional governmentality, which comes in contradiction with the ELP policy. One example of this regional governmentality was the creation of local language portfolios that did not need the approval of any supranational organism.

The Flemish educational policy as discussed in previous chapters enjoys a decentralized form of government on which its subjects exercised self-government. Nelde (1998:299) is an example of this Foucauldian self-government when he advocates the territoriality principle in multilingual settings in the domains of education and administration in order to neutralize language conflict. Despite the fact that this decentralized system appears to benefit its subjects for producing regional language policies; on the other hand by the same token, these same policies restrict the use of language(s). An example of this language policy is below:

“El actual ministro de educación considera la enseñanza del neerlandés como el principal objetivo dentro de su mandato. El considera que la enseñanza de otros idiomas (en nuestro caso la lengua materna) puede interferir en el proceso de aprendizaje del neerlandés.”(Extract from interview with T05, appendix K, p.229

English translation:

The present Minister of Education (referring to the Flemish government) considers that the teaching of Flemish is his main objective during his ruling period. He thinks that the teaching of other languages (in our case-mother tongue) can interfere in the Flemish learning process.

In addition, the lack of information in the Flemish schools regarding the ELP policy is another example of this Foucault's governmentality. It is a technique of power for which the population subjected become the objects. In this inquiry, the Flemish pedagogical networks are the ones who have decided what is best for the population. Thus within the Foucauldian (1978:60) paradigm this can be interpreted that in one hand disappears the concept of central government but in the other hand, it strengthens the local authorities.

The implications of this study's findings can be explained also within the political theory paradigm of Nelde's language contact and language conflict. The European Language Portfolio was conceived as a tool for learners to document their progress "towards plurilingual competence by recording learning experiences of all kinds over a wide range of languages, much of which would otherwise be unattested and unrecognised" (Council of Europe, 2001:20). However, this competence is in contradiction with Belgium's 1962-1963 language laws, which regulate language use in the public as well as the private sphere (Willemyns, 2002:40-41; Nelde, 1990:131; Mac Rae, 1986:264-265, 308-310). In the case of Brussels, the law considers this territory bilingual but the reality is different because each citizen is forced to choose between one language group or the other (De Cock, 2006:4; Coulmas, 1991:2-3; Deprez, 1989:251).

The 1963 law determined that Dutch should be taught in the Dutch speaking territory and French in the French speaking territory, leaving Brussels as the only region where parents could choose the language of their children's school according to the community in which they live or work (Beheydt, 1995:55). This means that the schools in this city teach in only one of the official languages (French or Dutch) and the other official language is taught only for a few hours a week. If any school violates this regulation, it will be financially penalized:

"In fact, the linguistic segregation is very strong. It is prohibited to play the piano in French (meaning the language), if one is a Flemish (Dutch) child (or vice versa) and if there is a puppet show that by accident makes a play using the two languages it will risk losing its funds from the two communities. The bilingual teaching is not only discouraged but legally prohibited" (Morelli, 1995:86).

This aforementioned law is in contradiction with the European Union Language policy because the Treaty of Rome states that there should be linguistic freedom for all the European citizens. It means, "all the European children should have the right to follow the so-called education in their own language and culture. But Belgium does not grant this right" (Beheydt, 1995: 55).

Recent newspaper articles only seem to confirm that language conflict is still very much at its peak, a situation that has aggravated with the absence of a stable government in Belgium. French continues to be prohibited in Flemish schools and neighbourhoods (easyexpat, 04/04/2008; Le soir 07/03/2007; BBC news, 08/09/2006). On the other hand, the French speaking territory does not provide education in Dutch for the Flemish children living in their territory (Beheydt, 1995:58). The issue remains whether Belgium offers some kind of bilingualism or only a form of language separatism.

Stephen May (2000:366) once said:

“Language decline and language death always occur in bilingual or multilingual contexts, in which a ‘majority’ language –that is a language with greater political power, privilege and social prestige comes to replace the range and functions of a minority language.”

These language laws affect every educational level because the structure prohibits horizontal communication between educational entities. One example found in this research was when the Flemish Ministry of Education’s ELP contact person, explained how she once contacted the inspector (S) from the French Belgian Ministry of Education when they met at the Council of Europe international conference, and proposed that they do the ELP together. The inspector called her back to say that he was denied authorization to work together (extract from interview M, appendix I, section 016, and pp.216).

How can a language portfolio like the ELP, whose objectives are to protect language diversity and enhance learners’ pluralist competences, find its place when language policies in Belgium are geared towards protecting one language, one territory? How is a country capable of producing bilingual (Flemish/French) or trilingual citizens (German/Flemish and French) when the system prohibits it? French and Dutch primary and secondary schools will teach only in their territorial language and the other Belgium’s official language will only be taught as a foreign language (De Cock, 2006:4 Morelli, 1995:86; Beheydt, 1993:17). On the other hand, the English language in Belgium seems to be taking over the place of a second language acquisition for many students rather than the learning of one of the country’s official languages. As one of the interviewees said: “They students are not motivated to learn French” and then she adds, “They have an English environment and English culture” (interview with M, appendix I, section 051 p.221). However, one cannot agree that that the learning of the mother tongue plus English creates a multilingual society.

In summary, the lack of impact by the ELP can be understood in terms of the language conflict because the environmental setting hampers society from expanding its plurilingual competences. Belgian history shows that the two languages have not enjoyed the same status. Therefore, each community feels the need to defend what is most dear to them that is, their language.

Boyer, H. (1997:9) cited Martinet, (1962) when he said,

“La perspective adoptée dans cette contribution s’inscrit dans le cadre que la coexistence de deux ou plusieurs langues en un même lieu n’est jamais vraiment égalitaire et qu’il y a toujours ‘compétition,’.”

The English translation:

The perspective adopted in this contribution is part of the framework that co-existence between two or several languages in the same place never has seen a true equality and there has always been ‘competition’ (my translation).

Thus, one may perceive some of the obstacles that the Council of Europe may encounter when trying to implement one standard model of language reference framework across Europe. The price for the Flemish is too high when considering that this situation might put on risk the status their language has gained until this date.

6.4. Conclusion

This thesis started with the objective to answer the following questions: What is the impact of the European Language Portfolio, (ELP) on a group of Spanish minority students in the Brussels’ Flemish context? To what extent is it feasible to implement the ELP as an assessment tool? and what challenges do teachers and students face when implementing the ELP?

The answers to these questions can be summarized that the Flemish vis à vis the supranational governments come into contradiction regarding the ELP policy. The ethnic minority students’ environment, inside the territorial principle context, is not suitable for their language learning and self-assessment. This research setting has shown that language(s) learning and assessment in a multilingual setting is not a simple task. It is not easy to follow Nelde’s (2000:448) advice of language de-emotionalisation, meaning the establishment of strict language rules to avoid conflict. As long as languages do not enjoy the same status, the contact-conflict will continue to exist inside Belgium’s language communities, as it is the method to protect what is most dear to them, their language identity.

In addition, one finds that the ELP (Spanish model) does not meet the needs of the minority Spanish students, as it does not address their special situation. They live in a multicultural environment and speak different languages at school, home and neighbourhoods. The ELP does not discuss the subjects of minority languages, language diversity, immigration, etc. These topics relate to the lives of minority speakers. In addition, it uses a vocabulary, which is difficult for the children to translate. Thus, for teachers and students who want to implement the Spanish ELP face a great challenge ahead.

Present day multilingual settings are not easy to construct and it is difficult to think of a European language policy that works best for all European countries. Nelde (2000:447) has argued that language conflicts cannot be solved by the implementation of “valid models” i.e., educational models, or language policies, as they do not take into consideration neither the “specificity nor the situational and contextual prerequisites of multicultural and multilingual issues”. Perhaps all these language conflicts are necessary as part of the process, while Flanders is reimagining its own Nation State.

In the context of this inquiry regarding language policies, i.e. ELP policy, for Europe, Belgium or Flandre, I am suggesting an unrestrained portfolio policy, one that recommends any language portfolio as a learning tool that responds to the learners’ needs. Perhaps, this recommendation will not give minority language speakers, living in Brussels, the language freedom they need. However, countries that have a territoriality principle will reluctantly be in favour to adopt a common European language policy, as the 22 Council of Europe proposes through the CEFR. They prefer to perpetuate an assimilative multicultural model, as described before by Shohamy, (2006:97). Belgium needs to resolve its linguistic problem through its own governmentality. I would like to imagine tomorrow language policies and planning made for the whole society, for every language learner and not only for minority, ethnic minority, or immigrant groups. Because most of the time, present language policies are geared towards a false integration and assimilation into a majority group rather than helping with cultural and language identity.

The ELP policy should have no restrictions regarding its design and should not be used for harmonization purposes but rather for learners to use this tool, as vehicle to visualize their own learning for them and the others. This policy cannot guarantee language diversity or protection from any linguistic imperialism. After all a portfolio should be “a purposeful collection of student work that tells the story of a student’s personal self and student’s personal achievement or growth characterized by strong vision of contents skills and process addressed, built on student selection of work going in and referenced criteria” (see portfolio process website). Perhaps we will become to know each other better and learn to live, learn and use languages freely. In addition, the students’ experiences will remain positive and free like the example from one of the Spanish minority students below:

“Me voy a ir allá y voy a decir, hay empleo aquí. Enseño el portafolio. Uno va a decir tengo un empleo en Español. Lo quiere aceptar. Un empleo en neerlandés ¿lo quiere aceptar? Le voy a decir que a lo mejor si. Y en francés también. Aquí hay una hoja de viajes, de las vacaciones. Me puedo acordar de donde he ido; de mi abuelo, con el siempre hablo español. Así me puedo acordar de los buenos momentos que hemos pasado juntos.”(extract from student’s interview, ibis eremite, appendix F, section 020, p.178)

English translation:

I will go over there and I will ask, is there a job? Then I will show my portfolio. One will say that he has a job for someone who speaks Spanish. Do you want to accept it? Another job opportunity will be in Flemish. Do you want to accept it? I'll say that perhaps yes. And in French, the same thing. Here (referring to the ELP) there is a page about trips and vacations. I would be able to remember of the places I've visited, about my grandfather, with him I always speak Spanish. In this way, I can remember the good times we have spent together.

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APPENDICES

Appendix A

Copy of the front cover of the Flemish non-validated model.

DVO

LANGUAGE portfolio for adults

PILOT VERSION JUNE 2001

LANGUAGE PORTFOLIO



Ministry of the Flemish Community
Department for Educational Development

Luk Adrian
Luc Bogard
Chris Van Woert

Appendix B

Dissemination group.

Table (1) students' description 3rd grade.

Students identification (birds' names)	Sex	Age	Grade/Section	Nationality	Language(s) of instruction	Language(s) at home	Other languages
Ibis sagrado	F	8	3 rd	Spanish	Dutch/French Spanish	Spanish	n/a
Eider	F	10	3 rd	Ecuadorian	Dutch/French Spanish	Spanish	n/a
Diamante	M	8	3 rd	Spanish	Dutch/French Spanish	Spanish	Galician/ English
Ipacaa	M	8	3 rd	Spanish	Dutch/French Spanish	Spanish	Galician/ English
Sison	F	8	3 rd	Belgian/ Mexican	Dutch/French Spanish	Dutch/ Spanish	English
Jilguero	M	10	3 rd	Ecuadorian	Dutch/French Spanish	Spanish	English
Gorrión	M	8	3 rd	Colombian	Dutch/French Spanish	Spanish	English
Alcaravan	M	8	3 rd	Salvadoran	Dutch/French Spanish	Spanish	English

Note: Students' names have been replaced with Spanish birds' names in order to protect the anonymity of the participants. The information about the nationality of the students was provided by the teachers.

Table (2) students' description 6th grade

Students Identification birds'	Sex	Age	Grade/Section	Nationality	Language(s) of instruction	Language(s) at home	Other languages
--------------------------------	-----	-----	---------------	-------------	----------------------------	---------------------	-----------------

names							
Águila	M	10	6 th	Belgian/ Argentine	Dutch/Fren ch Spanish	Dutch/Spa nish	n/a
Negrito	M	11	6 th	Belgian/ Spanish	Dutch/Fren ch Spanish	Dutch/Spa nish	n/a
Paola	F	12	6 th	Colombia n	Dutch/Fren ch Spanish	Spanish	English
Diamante moteado	M	12	6 th	Colombia n	Dutch/Fren ch Spanish	Spanish	n/a
Suirirí	F	11	6 th	Belgian/ Italian	Dutch/Fren ch Spanish	Spanish	Italian
Ibis eremite	M	11	6 th	Belgian/ Spanish	Dutch/Fren ch Spanish	French/ Spanish	n/a
Cascanueces	F	11	6 th	Colombia n	Dutch/Fren ch Spanish	Spanish	English

Table (4):
Language biography results for 3rd grade:

Students' names	Questions 1-3	Questions 4-7	Questions 8-10
Ibis sagrado	Yes	Did not answer #5,6, 7	None
Eider Real	Yes	Did not answer #5,6, 7	None
Diamante Real	Yes	Did not answer #7	None
Ipacaa	Yes	Yes	None
Sison común	Yes	Did not answer #5,6, 7	None
Jilguero	Yes	Did not answer #7	None
Gorrión	Yes	Yes	Yes
Alcaravan	Yes	Yes	Yes

Table (5)
Language biography results for 6th grade:

Students' names	Questions 1-3	Questions 4-7	Questions 8-10
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¹ Students have pseudonyms, which are Spanish bird's names.

Águila	Yes	Yes	Yes
Diamante moteado	Yes	Yes	Yes
Cascanueces	Yes	Yes	Yes
Ibis eremite	Yes	Yes	Yes
Negrito	Yes	Yes	Yes
Paloma	Yes	Yes	Yes
Suirirí	Yes	Yes	Yes

Appendix C

Letter to the parents asking permission to interview their children.

Bruselas 20 de abril 2007.

Estimados padres de familia,

Mi nombre es Fiona Meyer-Estrada y me encuentro en estos momentos haciendo una investigación educativa para la Universidad de Bath, en Inglaterra. Esta investigación consiste en la aplicación del Portafolio Europeo de idiomas. Para poder concluir este trabajo me gustaría conocer la opinión de sus hijos al respecto de este portafolio. Las opiniones sobre esta entrevista son confidenciales. Si por motivos personales existiera alguna objeción me gustaría que me lo comunicara a más tardar el viernes 27 de abril.

Sinceramente,

Fiona Meyer

English translation:

Brussels 20th April 2007

Dear parents,

My name is Fiona Myer-Estrada and I am doing a student's research at the University of Bath, at U.K. The research is about the ELP administration/ In order for me to do this job; I would like to interview your children about the ELP. The opinions from this interview will remain confidential. If for any reason you have an objection to this interview, I would like to be notified before Friday 27th of April.

Fiona Meyer

Appendix D

Teachers' interview questions:

Preguntas para las maestras:

1. ¿Que le parece el formato empleado por el portafolio Europeo de idiomas?
2. ¿Cuando Ud. lo compara con el formato hecho en España encuentra algunas ventajas o desventajas?
3. ¿Que cosas se podrían mejorar en el formato utilizado con sus estudiantes?
4. ¿Las instrucciones que presentan el portafolio de lenguas son suficientemente claras? si es no, ¿Porque?
5. ¿Cual es su opinión sobre el tiempo utilizado en responder a las preguntas del portafolio es mucho o suficiente?
6. ¿Cree Ud. que el vocabulario utilizado es suficientemente fácil y comprensible?
7. ¿Cual es su opinión en cuanto a que los estudiantes hagan su propia auto-evaluación?
8. ¿Usted cree que los estudiantes utilizaran este portafolio de forma independiente en el futuro?
9. ¿Usted cree que los estudiantes con el portafolio de idiomas se sentirán como parte activa o no en su aprendizaje?
10. ¿Cree usted que este documento tendrá alguna influencia sobre la didáctica que Ud. utiliza actualmente en la enseñanza del español?
11. ¿Que piensa usted sobre la existencia de este marco de referencia en toda la Europa en lo que se refiere a la enseñanza de un idioma?
12. ¿Tiene alguna otra recomendación u observación que hacerme?
13. ¿Como puede usted comparar el portafolio europeo de idiomas con otras formas de evaluación que ha hecho antes?

Questions addressed to the teachers during the interview. .

English version:

1. What do you think about the ELP layout?
2. When you compared it to the layout from Spain are there any advantages or disadvantages?
3. What kind of things can be improved in the layout used with your students?
4. Are the instructions in the LP clear enough? If not why?
5. Do you think filling out the LP is a time consuming activity?
6. What do you think of the vocabulary used in the LP? Do you think it was easy and understandable?
7. What is your opinion in regards to the students making their own evaluation?
8. Do you think that the students will use the LP independently in the future? If not why?
9. Do you think that the students with the LP will feel as an active part or not in their own learning? Please explain...
10. Do you think that this document has an influence on the methodology that you use when teaching Spanish?
11. What do you think about having a common European Framework of reference for language teaching and assessing?
12. Do you have any recommendation or observation to make?
13. How do you think the ELP is different to what you have had before by way of assessment?

Transcripciones de las entrevistas con los maestros:

Transcripts from the teachers' interviews. English translation follows afterwards.

I= Entrevistador

T1= maestro (1)

T2= maestro(2)

1ra pregunta

001 I=Que les pareció el formato que utilizamos con los niños ?

002 T2= A mi me pareció bien, ahora hay que decir que los niños hicieron muchas preguntas durante el ejercicio.

003 T1= interrumpe... yo creo que no estaba muy claro lo que teníamos que hacer puesto que hay muchas preguntas que son subjetivas. Ahora yo no comprendo muy bien cual es el significado de las casillas aquí.

004 I= Ah! las casillas a la derecha de la frase quiere decir que si la respuesta es afirmativa el niño tiene que poner una cruz. Existe una casilla por cada mes escolar.

2da pregunta:

:

005 I= Ahora bien si lo comparamos con el formato utilizado en España, que cosas encuentran mejores o deficientes al formato que utilizamos.

006 T2= Yo diría que a mi me gusta mas este formato (refiriéndose al de España) porque estamos mas acostumbrados a la forma de abrir un documento como un libro.

007 T1= Yo también estoy de acuerdo porque la forma de pirámide no tiene mucho sentido para mi. Prefiero mejor es sistema que hace pregunta por pregunta.

008 I=(interrumpe) como tenemos poco tiempo voy hacerles la tercera pregunta.

3ra pregunta

009 I=¿Que recomendaciones me podrían hacer para mejorar este documento que hemos utilizado?

010 T1=Yo diría que hay que explicar mejor a los estudiantes de como pueden contestar algunas de estas preguntas. A lo mejor deberíamos revisar algunos de los términos empleados. 011T2= Yo soy de la misma opinión algunos niños no comprendían que es lo debían hacer.

012 I= Yo creo que esto me lleva a la 4ta pregunta a la cual considero ya contestada.

(Saltando a la 5ta pregunta porque la pregunta 4ta esta contestada)

5ta pregunta:

013 I= Acerca del tiempo creen que los niños tuvieron suficiente tiempo para responder?

014 T1=Yo creo que si. T2= si, si. T1= Los niños no se quejaron sobre el tiempo pero pienso que es mejor contestar el portafolio en dos partidas y así de esta manera no se hace tan largo.

6ta pregunta:

016 I= Creo que la pregunta numero #6 esta contestada porque me han sugerido que ciertos términos necesitan ser revisados.

(saltando a la pregunta 7)

017 I= Que piensan ustedes sobre esta forma que sus estudiantes puedan auto-evaluarse?

018 T1= Yo no creo que esto se le pueda llamar una auto-evaluación. Mas bien lo considero un instrumento de motivación. Los estudiantes pueden decir que son capaces de hacer muchas cosas pero solamente haciéndolas es que uno se puede dar cuenta si en realidad las puede hacer.

019 T2= Yo soy de la misma opinión. Creo que este portafolio no puede considerarse como una evaluación. Tiene muchas preguntas subjetivas.

021 I= Entonces hasta que no vea al niño haciendo alguna cosa no se sabe si lo puede hacer.

022 T1= Los puntos que están aquí nosotros los trabajamos en clase, y solamente viendo a los niños haciéndolo nos damos cuenta que están aprendiendo.

023 I= El hecho de hacer una evaluación como esta y que en la verdad el estudiante utiliza otro vocabulario cuando esta en una fiesta, ustedes creen que los estudiantes se podrán siempre desenvolver?

024 T1 y T2 =(hablando al mismo tiempo) T2 = interrumpe y dice en la clase se establecen diálogos que ellos mismos escogen . Nosotros tenemos que establecer turnos. Muchos de estos temas sociales se han discutido en clase y sabemos que se pueden defender.

8va pregunta

025 I= Pasando a la siguiente pregunta ustedes creen que los estudiantes utilizaran el portafolio de forma independiente?

026 T1= Yo creo que siempre y cuando nosotros se lo propongamos. Creo que aun no nos damos cuenta del valor que este documento pueda tener en el futuro. T2=(interrumpe) Yo también creo que todo depende la aceptación que este documento tenga en el futuro y así de esta manera los estudiantes se van a interesar.

9va pregunta:

026 I= pasando a la próxima pregunta a ver si aun tenemos tiempo. Ustedes creen que los estudiantes van a considerar el portafolio como parte activa en su aprendizaje?

027 T2= Yo creo que si, se van a dar cuenta de lo que están aprendiendo. Se van a dar cuenta de lo que han hecho mas.... no se entiende...

028 T2= (asks what she thinks to teacher 1) tu que piensas?
029 T2=(continua hablando) En su aprendizaje pero yo lo veo más como que motiva mucho. A mi misma me dio la oportunidad de como manejaba diferentes idiomas. T1= de alguna manera si. Sobre todo en su motivación. Para mi misma me dio la posibilidad de ver a mis alumnos manejaban varias lenguas.

10ma pregunta y 11va pregunta:

030 I: Creen que este documento de alguna manera les podrá servir a los estudiantes y tendrá una buena influencia en la didáctica que utilizan?

031 T1= Una influencia didáctica?

032 I= Lo que pasa hoy en día es que uno se cuestiona de como hoy en día se enseñan los idiomas.

033 T2=Nosotros sabemos cómo nos enseñaron las lenguas y ahora nosotros tratamos de rectificar los errores del pasado.

034 T1= Yo diría esta parte (biografía) da pautas de temas a tratar, tipos de conversación. En general todos estos puntos los trato con mis alumnos.

035 T2= (interrumpe) todos, todos...

036 T1= En comprender una historia y saber contarla, hacer una descripción de alguien de la situación de un lugar, son cosas que trabajamos permanentemente con los niños en cada grado.

038 T2= si se trabaja.

039 T1= O sea tiene relación con la forma en que nosotros trabajamos.

040 I=Y después la otra pregunta es que piensan de que exista una guía sobre, una referencia sobre el aprendizaje de idiomas en toda Europa. Ustedes como maestras que piensan?

041 T2=Si es interesante.

042 T1= A mi gusta saber que haya un perfil, del estudiante y de una lengua. Justamente.. (no se entiende). (utility)

043 I=Esto quiere decir que tenemos los diferentes niveles y estos son lo mismo para los otros países.

044 T1= Yo pienso que hay que combinar los dos, o sea lo que existe con lo nuevo.

045 T2= el hecho de cambiar de país.

046 T1= Sería interesante saber que son los requisitos mínimos que se necesitan para aprender en un nivel y que así se pueda cambiar de país. Tener una guía no me parece mal. No es fácil y no será fácil establecer las mismas pautas entre todos los países.

047 T2 =por muchas pautas que se quieren poner entre todos los países tampoco será nunca igual en todo.

12va pregunta:

048 I= Bueno tiene por otra parte tienen alguna recomendación que hacerme? Tomando en cuenta la situación que tienen aquí.

049 T2= Yo creo que los niños están bastantes privilegiados, tienen bastante espontaneidad. aquí en el colegio ya saben que es neerlandés básicamente y luego los que van a la clase de Español saltan a hablar Español y luego cuando salen a la calle entonces hablan en Francés. Entran otra vez a la escuela y saltan al Neerlandés.

Esto es práctico, interactivo en ellos. Seria bueno saber como están en el ingles en la secundaria.

050 I= Algo que me inquieta es que digamos yo no diría para el caso de 5to y 6to grado pero los grados menores 2do, 3ro y 4to grado , donde existen niños latinoamericanos y que por razones obvias pasan dificultades económicas, dificultades por ej. Situación legal, etc. Me pregunto si estas preguntas no están fuera del alcance. Una de las preocupaciones que tengo es que pueda existir algún tipo de presión social pues muchos de los niños dijeron que vieron la película de Harry Potter.

051 T1= Nosotros tenemos, los latinos, una cultura muy fuerte de la televisión. Por otro lado cuando le celebra un cumpleaños de un amiguito se puede ver una película. Hoy en día se va mucho al cine.

13ra pregunta:

052 I=Y la última pregunta es ...este portafolio como lo compararían con otras formas de evaluación, no digamos en todas las idiomas.

053 T2= Esto no lo considero una evaluación de cara al profesor, es mas bien una motivación para el niño. Que es lo que está haciendo con las posibilidades que se le estén dando. Que te diga yo soy capaz de hacer esto.

054 T1= para mi es una auto-evaluación. Por ej. Cuando la pregunta dice comprender un dialogo o una historia corta. Se trabajan historias cortas en clase y luego se hacen preguntas de la historia. En la actividad de la clase es que podemos saber si el niño ha aprendido. Pero no es la forma de la evaluación.

055 I= Ahora el hecho de hacer estas evaluaciones aquí, cuando van al exterior y van a la calle. Tienen la capacidad para discutir diferentes temas o creen que el vocabulario se va a quedar puramente académico.

056 T2= no creo muchos de estos temas los tratamos aquí, además muchas veces son ellos los que escogen.

057= I= Yo les agradezco por su tiempo.

TEACHERS' INTERVIEW TRANSCRIPTS

English version:

I-Interviewer

T1-teacher 01

T2-teacher 02

Both teachers were present during the interview. It took place at the computer room for the children in the school.

1st question:

001 I-What do you think about the (ELP) format that was used with the students?

002 T2- I thought it was good but we have to admit that the children made many questions during the exercise.

003 T1-interrupts. I think it wasn't so clear what we had to do because there were many subjective questions. Now I don't understand very well the meaning of the little box in here (pointing at the 2nd page of the ELP)

004 I- Ah! The boxes to the right hand side mean that if the answer is affirmative the student needs to write a cross. There is one box for each academic month.

2nd question:

005 I=Now if we compare it to the Spanish model. What items did you find better or worse from the format we used?

006 T1=I would say that I like this format (choosing the Spanish model) because we are used to the format of opening a document like a book.

007 T1= I also agree because the form of the pyramid does not make much sense to me. I prefer this system that which makes one question after another.

008-I= (interrupts) because time is running out I will ask you the third question.

3rd question

009 I=What recommendations could you give me to improve this document (ELP) which we have used?

010 T1= I would say that one needs to explain better to the students on how to answer some of these questions. Perhaps we should revise some of the vocabulary used.

011 T2=I am of the same opinion. Some students did not understand what were they supposed to do?.

012 I=I think that question number 4th has been answered.

5th question:

013 I=About the time, do you think the students had enough time to answer the questions?

014 T1=I think that yes. T2= The children did complain about the time, but I think the portfolio (passport) should be broken in two or more sections, not to make it so long.

015 I= I think that you have answered already question number 6 because you have suggested that some terms in the ELP must be changed.

7th question:

016 I=What do you think about the students possibility to do a self evaluation?

017 T1=I do not think that this can call a self evaluation. I considered (referring to the ELP) this document a motivation tool.

018 T1= I do not relieve that this can be called (referring to the ELP) a self evaluation (tool). I would say that it is a motivation tool. The students can express what they are capable of saying but only making them one is able to know if they are able to do them.

019 T2= I am of the same opinion. I think the portfolio can not be considered an evaluation. I has too many subjective questions.

021 I= Then until one is not able to see what the child is doing one can not tell if he is able to do it..

022 T1= The points that are here we worked them in class, and only seeing the children we can tell if they are learning.

023 I= The objective of doing an evaluation like this one and the truth is that the student uses another vocabulary when they are in a party. Do you think they will be able to be on their own.

024 T1 y T2 =(speaking at the same time) T2 = interrupts and says: in class we establish dialogs that they choose themselves. We have to establish turns. Many of these social subjects have been discussed in class and we know they can do them on their own.

8th question

025 I= Going through the next question. Do you think that the students will use the ELP on their own?

026 T1= I think that if we proposed to them. I think that we do not know the value it (referring to the ELP) can have in the future. T2 (interrupts) I think that I think that it all depends the acceptability that this document will have in the future and in this way the students will become interested.

9th question

026 I= Going through the next question and see if we still have time. Do you think that the students consider the ELP as an active part of their learning?

027 T2= I think that yes, they are able to understand what they are learning. They will be able to know about what they are doing but... (inaudible).

028=T2= (ask what she thinks to T1) Tu que piensas?

029 T2= (continues talking) I do not know about their leaning but I think it is a motivation. It was an opportunity for me to see (them) how they are able to manage different languages. T1= In a way yes. Specially in their motivation. For me it was an opportunity to see my students being able to speak different languages.

10th question

030 I= Do you think that this document (ELP) in a way can have some utility to the students and will have a good impact in your teaching methodology?

031= T1= A methodological impact?

032= What happens nowadays is that one questions the way one teaches languages.

033= T2= We know how languages were taught to us and now we are trying to rectify the errors from the past.

034= T1= I would say that this pare of the (biography) gives some guidelines to the subjects one needs to teach or for conversation. In general all these topics I do teach them in class with my students.

035=T2 (interrupts) all, all...

036=T1=In understanding a story and knowing how to tell it (summarize it), making a description of someone and describing a place are things that I work all the time with the students in each grade.

038= T2= Yes, we work (she is agreeing with T1).

039=T1= I mean to say that it has a relationship with what we do in class.

040=I= and the other question (11TH question) is to find out what do you think about having a guideline (CEFR) this reference about the learning of languages for the whole of Europe?

041= T2= Yes, it is interesting.

042= T1= I like to know that there is a guideline about the profile of the student and his/her languages. It is just (inaudible)

043= I= It means that we have different proficiency levels and they are the same for all the (EU) countries.

044=T1= I think that one has to combine both, in other words, what already exist to the material that is new.

045= T2= The fact of changing the country...

046=T1= I would be interesting to know what are the minimum requisites to learn for each level and in this way be able to be able to change to another country. Having a guide it's not bad. It is not easy and it will not be easy to establish the same guidelines for all the (EU) countries.

047= T2= For all the guidelines one would like to have between the countries it will never be the same.

12th question

048 I= I would like to know if you have any recommendation to give regarding this subject? Taking in consideration the present situation.

049= T2= I think that the students are priviledge. They have a lot of spontaneity. Here in the school they already know the basic Flemsih, and then they go to the Spanish class and are able to speak Spanish and then when they go out in the streets they are able to speak French. Then they go

inside the school and again speak Flemish. This is practical, they are interactive among themselves. It will be interesting to know how well they are doing in English at the secondary school.

050=I= Something that concerns me is that let us not say for 5th and 6th grade but for the younger children 2nd, 3rd and 4th grade, where one has Latin American children and for the obvious reasons have financial difficulties, difficulties for example, legal residence, etc. I ask myself if these questions (referring to the ELP, biography section) are out of reach for them. One of the concerns that I have is that they can have some social pressure because a lot of children said that they have seen Harry Potter. .

051= T1= We have (we the Latinos) a strong television culture. On the other hand when one celebrates his/her birthday with a friend one can choose to see a movie. Nowadays, one goes frequently to the movies.

13th question:

052= I= An the last question.. This portfolio how will you compare it to other forms of evaluation? Let us say not in all languages.

053= T2= I do not consider this as an evaluation for a teacher to use it. It is more likely an evaluation for the child. What is the child doing with the available resources? That he is able to say what he is doing with this.

054: T1= For me this is a self-evaluation. For example: When the question says –understand a dialog or a short story. We work on these short stories in class and then we ask questions regarding the story. In the classroom activity is when one can tell if the child has learned. But it is not an evaluation form (referring to the ELP).

055= I= Now the fact to do the evaluation in here (showing the ELP) when they go to outside, to the streets. Do they have the capacity to discuss different subjects o do you think the vocabulary will remain only academic.

056= T2= I do not believe so. Some of these subjects we treat them in here and sometime they are the ones who choose them.

057 I= I thank you for your time and your answers.

Teacher telephone interview about the Foyer Project
The teacher will be referred as T3. (10-05-2008)

I-Me gustaría que dijeras lo que ha sido para ti el proyecto Foyer.

T3- He aprendido muchas cosas. Creo que tienes unos objetivos que cubren las necesidades de los niños en el aspecto cultural, psicológico y cognitivo.

I-Me puedes dar ejemplos sobre esto?

T3-Quiero decirte que los niños que vienen a nuestro programa tienen una cantidad de problemas y el simple hecho de poder expresarse en su idioma ayuda al niño a liberarse un poco de su ansiedad. Además en cuanto al aspecto cultural por ejemplo el proyecto nos permite hacer actividades sobre la cultura de los niños que les ayuda a revalorizarse. Como por ejemplo hacemos piñatas, fiestas y luego se los enseñamos a los demás niños flamencos quienes aprenden sobre otras culturas. Así los niños del proyecto se sienten orgullosos de su cultura y los otros niños flamencos se enriquecen aprendiendo en un ambiente multicultural.

I-¿Como el proyecto te ha ayudado en tu formación como maestra?

T3 –Yo he recibido una serie de formaciones por ejemplo en lectura técnica, en la comprensión de la lectura, como tratar situaciones especiales con los niños en temas de inmigración, violencia domestica, el desempleo que por la mayor parte de casos son los papas los que se quedan en casa y las mamás salen a trabajar. Esto cambia el patrón cultural del cual están habituados. Los niños transmiten los sufrimientos de los padres y se ponen contentos por ejemplo cuando su familia va a recibir la tarjeta de identidad.

I-Otro aspecto que me gustaría saber es ¿cual crees que sea el futuro del proyecto?

T3-Bueno en este momento estamos esperando el resultado de los inspectores. Ellos han visitado todos los colegios donde trabaja el proyecto Foyer. Era divertido ver a los niños mas grandes prepararse ese día, subían y bajaban las escaleras nerviosas y se tomaron el papel bien en serio de defender el proyecto. Ellos están muy contentos de este proyecto. Ahora solo queda esperar los resultados. La inspectora que vino a mi clase dijo estar muy satisfecha de lo que observo. Ahora solo toca esperar.

Teacher telephone interview about the Foyer Project
The teacher will be referred as T3. (10-05-2008)

I = I would like you to tell me what has been for you the Foyer project.

T3=I have learned many things . I think that it has objectives that fulfils the children's needs in the cultural, psychological

I= Can you give some examples regarding this?

T3= I would like to tell you that the children that come to our program, have lots of problems and the simple fact of being able to express themselves in their language helps the child to let go of his/her anxiety. Also in the cultural aspect for example the project allows us to do activities about the children's culture which value their culture. For example, we do piñatas, parties, and then we show them (the activities) to the Flemish children learn about other cultures. In this way the project children feel proud about their culture and the other Flemish children become enriched learning in a multicultural environment.

I-How does the project helps you in your training as a teacher?

T3= I have attended a series of training for example about the reading methodology, the reading comprehension, how to manage special situation with children in term of migration, domestic violence, unemployment for which in their case it is the father who is stays at home and the mothers go out to work. This changes their cultural pattern from what they are used to. The children transmit their parents' suffering and they become happy for example when their families receive their identity card.

I-Another thing I would like to know what do you think it will be the future of the project?

T3= Well, at this moment we are waiting for the result from the inspectors. They have visit all the schools where the project works. It was funny to see the older kids preparing themselves for that they (inspection day). They will nervously go up and down the staircases, and they took their role seriously for defending the project. They are very happy about this project. Now we have to wait for the results. The inspector that came to my class said that she was satisfied from what she observed. Now we have just to wait.

Appendix E

Questions for the students' interview. Below follows the transcript.

1. ¿Te gusta la idea de tener tu propio portafolio de idiomas? Si es así que fue lo que más te gusto? Qué es lo que menos te gustó?
2. ¿Crees que este documento estaba lo suficientemente claro? Por favor dame ejemplos.
3. ¿Cuanto tiempo te tomó contestar el Portafolio de idiomas? Está bien? o fue mucho tiempo?
4. ¿Como puedes comparar el portafolio con otras formas de evaluación que has tenido?
5. ¿Te gusta la idea de auto-evaluarte?
6. ¿Consideras que los ciudadanos de Europa tienen que aprender al menos dos otros idiomas además del materno? Si es así por favor dime el porqué?

English translation:

1. Do you like the idea of having your own language portfolio? If your answer is yes... tell me what do you like best? What do you like least?
2. Do you think this document was clear enough? Please give me examples.
3. How much time do you spend filling out the ELP? Is this O.K? Or was it too long?
4. How do you think the ELP is different to what you have had before by the way of assessment?
5. Do you like the idea of auto-evaluation?
6. Do you think that all European citizens should learn a minimum of two languages besides their mother tongue? If it is yes please tell me why?

Appendix F

Students' dissemination group interviews

- 001 F: OK, Aquí estamos en que grado es este?
002 Niños en coro: tercero
003 F: Este es tercer grado de primaria;
004 Niños en coro: Si, el (no se entiende)
005 F: Aquí. Aquí tenemos las niñas, 3 niñas aquí, dos niños acá, aquí y otros tres niños allá.
006 Niños en coro: Los niños son más inteligentes.
007F: Okay ahora hemos estado aquí en la entrevista. Levante la mano quien quisiera hablar sobre el portafolio. A ver Daniel, que quisieras decir sobre el portafolio. Que es lo que es aprendido de todo esto.
008 Niños en coro: nada (repiten todos en coro) y ríen
009 F: No. A ver es el chancee de Daniel.
010 D: He aprendido lo que sabía hacer. Y es 'guay' porque así no tenemos exámenes.
Y ya esta.
011 F: OK muy bien; a ver Joshua
012 N: ríen. (Y me corrigen) Gabriel;
013 F: Perdón Gabriel;
014 G: He aprendido lo que se leer, a escribir las sumas, las divisiones
015 F: Aja.
016 G: y que lo que podemos hacer con la gente.
017 F ¿que es lo que pueden hacer con la gente?
018 G: no se. Ríe.
019 F: A ver Joshua, que es lo que es aprendido del portafolio.
020 J: Aprender lenguas
021 F: Aja,
022 J: silencio. Aprender a leer y a escribir
023 F: muy bien
024 D: interrumpe hacer sumas.
025 F: ¿Hicieron sumas en esto?
026 Niños en coro: no
027 F: no. ¿Esto es más que todo que?
028 Niños en coro: Portafolio de idiomas.
029 F: OK. O sea el portafolio de idiomas.
030 I: a mi nada:
031 Niños en coro: si aprendió, ríen.
032 F: A ver que todo el mundo tiene derecho a su propia opinión. ¿Porque no aprendiste nada?
033 I: Porque no había nada que hacer.
034 G: interrumpe. Pintura, escribir, hacer sumas, pintar. Dizque nada. Que es un burro, perezoso.
035 D: Dice que no aprendió nada. El hace faltas de ortografías y dice que no aprende nada.
036 Otros niños en grupo (J y G): Si es verdad. No aprende nada siempre.

037 F: A ver, no. Déjenle decir el porque.
 038 I: Pero, no era de eso lo que quise hablar si no de otra cosa.
 039 F: ¿que otra cosa? A ver
 040 I: Quería ir a traer a la clase a buscarme algo que olvide.
 041 F: Ay! Dios mío. Espérate que terminemos la entrevista.
 042 F: Vamos a pasar a este otro grupo. ¿Que aprendiste tu? Sobre el portafolio, el pasaporte....
 043 A: Aprendí a escribir la vida, y las lenguas;
 Hay silencio.
 044 F: Umm, OK.
 045 F: muy bien. A ver Daniel que quieres decir.
 046 D: Aprendí a saber lo que puedes hacer mas tarde y .
 047 F: Si lo que puedes hacer mas tarde, si Quiere decir que el sabe lo que te hace falta aprender, ¿no? ¿Para el futuro?
 048 D: Si, Que hay que aprender más y más y mas.
 049 F: Ahora me vengo al grupo de las niñas que piensan ustedes las niñas?
 050 Niños en coro: nada (ríen)
 051 F: no hay que respetar quien quiere hablar primero,
 052 F: Tu Sofía quiere decir algo.
 053 No hay respuesta.
 054 F: Elly, tu quieres decir algo.
 055 F: Ninguna de las niñas quiere decir algo.
 056 Silencio, nadie habla.
 057 F: Que creen que esto tiene para el futuro. Varios niños levantan la mano.
 058 G: El pasaporte para que podamos viajar y sepamos muchas nuevas lenguas.
 059 F: No hay que reírse porque en realidad el pasaporte esta diseñado para eso.
 060 J: Para ir a otros países necesitamos las lenguas. También para saber lenguas.
 061 F: Aja hay que saber idiomas , Daniel
 062 D: Que también en la carpeta sabes lo que no. Piensas en el señor. Entonces si sabes más puedes escribir en el pasaporte.
 063 F: Si para saber idiomas. Muy bien.

Segunda Parte Katia Filma.

001 F: Que es la parte que más te ha gustado (hablando con Gorrion)
 002 F: No sabes. ¿Te ha gustado hacer esta actividad a ti o no? Te ha gustado llenar las preguntas?
 003 G: Ve y no responde.
 004 F: ¿porque es perdón? ¿Te ha ayudado en algo? ¿Tú crees que sabes más, sobre los idiomas?
 005 F: ¿Ha sido difícil o fácil?
 006 G: Unas cosas.
 007 F: De todo estas que crees que te ha sido lo mas difícil.
 008 G: Busca entre los papeles para contestar y señala las escalas. Estas.

009 F: Esta parte decir lo que sabes en cada una de las escalas. Porque te ha sido difícil? Silencio.

010 F: Las preguntas eran...

011 G: muy rápidas.

012 F: La manera que están formuladas las preguntas han sido muy difíciles.

013 J: no contesta. Luego son muy difíciles.

014 F: Quien quiere opinar sobre el portafolio, nadie más.

015 D: Las chicas no han dicho nada

016 F: Ya las chicas van a decir:

017 F: Que más

018 G: que nos divertimos mucho.

019 F: porque se han divertido mucho.

020 F: Cuales eran las cosas chistosas.

021 G: Si que los chistes. Que podríamos. A mi pareció chistoso. Nos reíamos.

022 F: porque?

023 G: Las respuestas eran similares.

024 F: ¿Tu quisieras decir otra cosa mas sobre el portafolio? (dirigiéndome a Alberto) ¿Que has pensado sobre el portafolio? Te ha gustado la experiencia?

025 A: Si

026 F: ¿A ver porque?

027 A: Puedo decir lo que me gusta sobre los idiomas. Me gusta sobre la música y la televisión y es chévere porque no tenemos exámenes.

028 F: ¡Ah! Muy bien.

029 F: Y que te iba a decir... el que este tu foto aquí ¿qué significa? Te gusta que este la foto aquí en el portafolio?

030 A: Si. Es como un pasaporte para viajar a otros países.

031 F: Uhum. Okay. ¿Y dime en cuanto a tus conocimientos crees que esto te ha ayudado en algo?

032 A: que si.

033 F: ¿Como te ayuda? Que crees que sabes más.

034 A: El inglés. (Habla suavemente)

035 F: ¿Que es algún otro idioma que tú sabes como el español?

036 A: El Neerlandés.

037 F: Aja! ¿Y hay otras cosas que te hacen falta aprender en otros idiomas?

038 A: En Francés y en ingles.

039 F: ¿Que cosas encuentras que te hace falta aprender?

040 A: Ingles me hace falta aprender a decir palabras, pronunciar y en francés (no se identifica) me gusta leer.

041 F: Es algo que tú piensas que puedes aprender más tarde.

042 F: Muy bien muchísimas gracias.

Tercera parte entrevista con las niñas.

001 F: A ver quien habla primero. La que esta más arriba, a ver que me dices.

Elly , dime que ha sido para ti el portafolio.

002 Is: Nada.

003 F: Que es la parte que más te ha gustado.

004 Is: Pintar

005 F: Aja! Okay, muy bien. ¿Nos puedes enseñar lo que has pintado? Que es esa pintura que representa esa pintura para ti.

006 Is: Que aprendo lenguas leyendo.

007 F: Aja, para ti es más fácil aprender leyendo. ¿Como te has dado cuenta de eso?

008 Is: Antes no sabia leer en francés y ahora se leer.

009 F: Aja. Dime cuando has contestado las preguntas te ha servido para algo. En los lapicitos de todo lo que podías hacer en un idioma

010 Is: No se. (Esta penosa)

011 F: ¿Que sientes? Sientes que sabes hablar un idioma mejor que otro?

012 Is: Si

013 F: Cuando hicimos la última evaluación de la pregunta. Que pensaste?

014 Is: Lo que tenía fue escribir. .

015 F: Y La parte de hacer deportes, la biografía lingüística ,cuando comentabas con quien hablas el español es que te ha servido en algo.

016 Is: Si

017 F: ¿Cómo?

018 Is: No se

019 F: Porque crees que es algo útil?

020 Is: ¿Aprender lenguas?

021 F: Aja

022 Is: Cuando tienes que leer cuando tienes que hacer un texto y luego tienes que contestarlo.

023 F: Tú lo harías el próximo año este portafolio? Digamos si tu maestra lo propone.

024 Is: No

025 F: ¿porque?

026 Is: porque no me gusta.

027 F. no te gusta. Ya

028 F: Son muchas preguntas, es muy largo.

029 Is: no me gusta.

030 F. Bueno gracias por tu opinión. A ver Sofía, ¿tu que piensas? A ver enséñame lo que dibujaste. Enséñalo a la cámara. Son unos animalitos.

031 F: ¿Como aprendes los idiomas tú?

032 S: Con leer,

033 F: Con leer también. Te sale más fácil leer, que escribirlo o que hablarlo.

034 S: Si

035 F: Te ha gustado este portafolio. O lo encuentras horrible

036 S: No

037 F: No no te ha gustado. Porque no te ha gustado.

038 S: porque no me gustan hacer las preguntas.

039 F: ¿Crear que te gustaría que tu profesora lo propusiera?

040 S: no me ha gustado.

041 F: Bueno, me parece bien. Bueno Elly dime algo aunque sea alguna palabra.
042 F: A ver Elly dime. Tú eres como tus compañeritas que no te ha gustado.
043 E: No me gustan las fotos y no me sirve..
044 F: Y que no te sirve. Que es la cosa más horrible que has encontrado de esto..
045 E: La foto
046 F: Y la segunda cosa más horrible.
047 E: La cámara.
048 F: (me detengo bruscamente de filmar al ver que la persona no quiere ser filmada.)

2do grupo 6to grado.

001 F: Hola quien quisiera empezar a dar su primera opinión sobre el portafolio. No tengan pena.
Se escuchan risas.
002 N: Yo creo que es muy bien para aprender las lenguas Cada viernes para estudiar el español y aprender tres lenguas; sabes
003 F: Es que te ha ayudado en algún sentido, con algo.
004 N: si porque mi madre es española y no sabe hablar el neerlandés. Entonces si no supiera el español tendría que hablar con ella el francés y no seria divertido.
005 F: Okay, muy bien. Alguien me pudiera decir que utilidad en el futuro.
006 Maestra: El documento que haz rellenado con Fiona.
007 I: El portafolio encuentro que nos ha enseñado las diferentes experiencias que tenemos e
Yo hablo muy bien y mi mama también. Pero mi hermano tiene problemas y yo le ayudo un poco. Así a lo mejor puedo aumentar las experiencias en las lenguas.
Interrupción del cassette.
008 I: Me ayudo a recordarme las lenguas que aprendí. A las experiencias que tenía en varias
lenguas. Por ejemplo el francés lo conozco muy bien. En segundo puesto. El neerlandés lo conozco también un poco bien. Pero tengo problemas de escritura, tengo faltas.
009 F: Piensas hacer algo. Haz pensado hacer algo en los idiomas que tienes dificultades. Como avanzar en los idiomas que tienes dificultades.
010 I: Voy a hacer ejercicios El neerlandés lo puedo () (el quiso decir mejorar) leyendo con mi hermano. En español también un poco porque tiene un poco de dificultades. El francés puedo continuar hablando con mi madre. Luego los cursos me puedo acordar los cursos que seguí en esta escuela. Primero Español, neerlandés y luego a partir de tercero el francés. También me puedo acordar los profes que tenia. Los puntos que tenia porque tengo en casa una carpeta llena de exámenes. También me puedo acordar las lenguas que he hablado.
011 F: okay

012 I: Luego puedo acordarme lo que hice en este equipo. Aquí en esa hoja baloncesto. Me puedo acordar lo que hice en este equipo. Luego puedo continuar en esta escuela.

013 F: Tienes buenos puntos en cual idioma.

014 I: Francés y Neerlandés.

015 F: Vas a poder continuar con la escuela secundaria. Misma escuela

016 I: Si con la escuela que se encuentra arriba

017 F: O sea con la misma escuela. Cual de los tres documentos te ha gustado y si ves alguna utilidad en estos documentos

018 I: señala el pasaporte. .

019 I: El pasaporte es el que mas te ha gustado.

020 I: Si porque así puedo por ejemplo voy a buscar un trabajo. Como estudiante. Me voy a ir allá y voy a decir , hay empleo aquí. Enseño el portafolio. Uno va a decir tengo un empleo en Español. Lo quiere aceptar. Un empleo en Neerlandés lo quiere aceptar? Le voy a decir que a lo mejor que si. Y en Francés también. Aquí hay una hoja de los viajes, de las vacaciones. Me puedo acordar de donde he ido. De mi abuelo, con el siempre hablo español. Así me puedo acordar de los buenos momentos que hemos pasado juntos.

021 F: Ha sido como una biografía para ti.

022 I: si, porque también mi madre es española y mi padre es español. Encuentro que el portafolio es una buena idea.

023 F: Y el hecho de tener una foto en tu documento, representa algo para ti.

024 I: Si porque así me puedo acordar como me parecía cuando era pequeño también cuando era pequeño cuantos puntos tenía en este momento y las experiencias que tenia.

025 F: Okay, perfecto. Quien quiere seguir después.

026 D: levanta la mano. A mi me parece muy bien. En la pagina donde aparece que experiencias tengo con las lenguas.

027 F: Este es el pasaporte lingüístico. (Lo muestra Daniel) Aja,

028 D: En el español soy bueno pero también tengo que mejorar algunas cosas. Francés lo habla no muy, muy bien. Para el Neerlandés, lo hablo pero para escuchar, leer y escribir no es tan tan fácil. Entonces tengo más experiencias con el neerlandés que con el francés y el español.

029 F: Has pensado algo donde has encontrado las debilidades

030 D: No, no he pensado nada. Ahora después por la foto me parece bien también. Porque cuando sea adulto podré ver como era cuando era pequeño. También cuando estaba en el Internet. Tenia cosas en francés, neerlandés, español. Iba a fiestas en español. Mis vacaciones son generalmente en español y francés. Me gusta mucho porque los cursos de lenguas que tuve durante los años fueron en neerlandés y en español y en tercero en francés.

031 F: y esto lo consideras bueno, tener una educación en los tres idiomas

032 D: Me parece bien para mí. Para comunicar en otro país. Si no hablo español entonces Neerlandés,

033 F: Que utilidad puede tener este documento en el futuro para ti.

034 D: también en el trabajo. Para mi patrón. Entonces si dice Ah! Eres bueno en español. Ah te puedo dar un trabajo en el que sea bueno en

español o en Francés o si dice también.; Ah hablas Español, Neerlandés francés puedes hacer el trabajo de traductor entonces seria bien para mi. Es todo.

035 F: Bien gracias y ahora

036 A: Alexis levanta la mano

037 F: Ahora que es la parte que más te ha gustado. Alexis

038 A: El pasaporte de lenguas. Me gusta porque si no sabría hablar el español, Cuando me fui a Argentina, entonces no iba a conocer a la gente, porque ahí se habla castellano. En Argentina. El neerlandés es el idioma que hablo mejor porque la hablo con mis compañeros, en la clase... Solo aquí hablo el español., solo tengo pocos de compañeros. Es para mí, me gusta mucho este pasaporte porque cuando sea grande, me podré comunicar más con la gente, alrededor de mí. Ah! aquí la foto no es tan importante, porque voy a saber que soy yo. El francés no es mi lengua preferida pero la se hablar más o menos. Y el español es la segunda lengua que se hablar mejor. El neerlandés es la mejor lengua que se hablar porque en la casa siempre la hablo con mis hermanos. Solo cuando mi madre no esta tengo que hablarlo con mi hermano y con mi padre, para que se hablar mejor español. Y... (A=Ve las diferentes páginas)

039 F: Eso es todo. Okay muy bien gracias. Piensas que te ha gustado hacer. Si tuvieras esta oportunidad en la escuela secundaria te gustaría hacerlo.

040 A: Si me gustaría hablar mas lenguas que tres. Que ahora

041 F: Bien. A ver Nicolás como te sirve a ti el portafolio.

042 N: Esta muy bien, porque mi lengua que mejor hablo, escribo y converso es el neerlandés porque lo tengo en el cole y en casa habla en neerlandés con mi hermano y con mi hermanito hablo el español.. El español es la segunda lengua que mejor habo y escribo. Y el francés bueno no esta mal pero tampoco esta bien pero juego tenis, fútbol y el piano en francés. Estoy mejorando y ahora estoy aprendiendo ingles. Y creo que .. No soy bueno pero en verano me voy a un campamento en Washington. Entonces seré hacerlo mejor.

043 F: Tu ves que este documento te puede servir para ti en un futuro

044 N: Si, porque como dice todo el mundo, si quieres buscar un trabajo y ven que tienes cuatro lenguas. Te van a dejar entrar.

045 F: Que es la parte que más te ha gustado llenar; el pasaporte

046 N: A mi me encanto para saber que sabes hablar, como sabes hablarlo. Tienes que ser, tienes que ser; no puedes hacer trampas, si no decir yo se escribir muy bien el español y no puedes.

047 F: Que bien, alguien más quien quiere seguir.

048 P: Me gusta mucho este pasaporte porque gracias a el puedo saber en que lenguas soy mejor y peor y puedo mejorarme. Por ejemplo en el neerlandés es el idioma que tengo mas dificultad y puedo leer más libros en neerlandés, (um) hablar con mis amigos en neerlandés, hacer muchas cosas en neerlandés.(se escuchan un poco de risa) En español se hacer bien aunque tengo muchas faltas de ortografía. Y en francés también lo hablo bien y escribir depende de las palabras.

049 F: Que es lo que mas te ha gustado de todos los documentos, la biografía, el pasaporte.

050 P: el pasaporte
051 F porque que es lo que más te ha gustado del pasaporte
052 P: como todos dicen que me podrá ayudar mas tarde cuando quiera buscar un trabajo. Puedo ir donde el patrón y mostrarle esto. El va a decir que es muy bien, que se bastantes lenguas, y que tengo muchas oportunidades de trabajo.
053 F: El tener tu foto ha significado algo.
054 P: no en realidad. Yo se que es mío, reconozco mi letra y todo
055 F: (se escucha risa) si eso es cierto.
056 F: Y si este algo que quisieras hacer en secundaria. Te gustaría volverlo hacer? Te gustaría tener este documento?.
057 P: si para acordarme en que era bien.
058 F: muy bien, algo mas? Silencio
059 F: Ahora alguien que no ha participado, a ver las dos señoritas. A ver quien de las dos se rifa la respuesta. (Se escuchan risas)
060 K: A mi el folleto que mas me gusto fue rellenar el pasaporte lingüístico porque ahí fue donde me di cuenta de cuales lenguas se hablar mejor, mis capacidades en cada lengua. Y que si que me servirá mucho para el futuro porque así yo muestro mis capacidades a la gente. Del español porque es idioma que sabe hablar todo el mundo.
061 F: Que utilidad le encuentras al portafolio en general, que piensas que te puede servir?
062 K: para buscar trabajo
063 F: Cual es la parte que menos te ha gustado.
064 K: a mi nada, todo estaba bien.
065 F: ya el tener la foto ahí ha significado algo.
066 K: Si pues después cuando sea más grande digo ah! Tenía el pelo corto.
067 F: Muy bien.
068 S: Si interrumpo: A mi me parece una buena idea porque mas tarde puedes ver como las lenguas que hablabas, y si las sabias hablar bien, escribir bien. Como dicen todos para encontrar trabajo. Y a mi también me gusto mas la parte del pasaporte.
069 F: Que te distes cuenta sobre tu aprendizaje de idiomas? Que te distes cuenta? Que fue tu resultado?
070 S: Pues que si que vi que los idiomas sabias hablar mejor y los que tenia mas dificultad.
071 F: Por ejemplo que significa este cuadrito.
072 S: mas o menos.
073 F: Ya, okay.
074 F: Que te distes cuenta que era el idioma más difícil para ti?
075 S: Pues el italiano porque no lo practico tanto como las otras lenguas.
076 F: Ese es el crayón verde; (uhum)
077 S: Y después es el neerlandés que tengo que practicar un poquito más.
078 F: Y el mejor que dominas?
079 S: Diría mas el francés y después el español.
080 F: okay. Alguna otra cosa
081 I: levanta la mano

082 F: A ver nuestra amigo. Que le encanta. Creo que va a ser productor de televisión.

083 I: Me acuerdo cuando he ido de vacaciones

084 F: Aja

085 I : He ido a la piscina con mi primo, mi madrina y padrino. Había unos señores que estaban jugando y decían... Yo estaba hablando francés con el primo Y ellos decían que idioma hablan el. Eran españoles y yo hablaba francés y yo les comprendía. Eso me ha ayudado al menos para comprender lo que otros dicen contra nosotros. Pero...

086 F: O sea que nadie podrá hablar mal de ti. (Risa)

087 I: porque es bueno saber tres lenguas. Neerlandés francés y español no todo el mundo puede hacer esto. Porque tengo amigos que solo hablan una lengua solo el francés. Aquí no. Entonces encuentro que tenemos un poco de suerte para que aprendemos tres lenguas, que estamos en sexto. Cuando sea grande voy aprender cinco otras lenguas. Ahora ya hablo siete. Entonces esto me va a ayudar un poco a recordarme mis pasadas experiencias.

088 F: Ustedes esto se lo recomendarían a otros niños, a otros amiguitos

089 A: interrumpe. Aunque hay muy poca gente que puede tener tres idiomas como dijo Iván. Hay mucha gente que no tiene suerte para aprender tres idiomas y solo tienen un idioma como en África que solo tiene un idioma. Nosotros tenemos tres y Sara que tiene cuatro; . Entonces puedes ir muy lejos.

090 D: Para mi ...Tenemos suerte que podemos aprender tres lenguas.

Pero le recomendaría , no se, a mi hermano, porque no, Adrian. Eh El habla el español y francés pero en el neerlandés es un poco malo. Entonces quiero dejarle ver como habla bien el español y el francés para que vea que sepa un poco menos mejor que en Neerlandés entonces puede hacer esfuerzos para hacer de igual de bueno en neerlandés como en francés y español.

091 F: Entonces tú le recomendarías el portafolio para que se diera cuenta de que son sus debilidades en los idiomas. O no?

092 D: Si, Seria se hablar dos idiomas y un tercero también. Y. Pero tengo problemas con el tercero entonces hago esfuerzos para ser igual de bueno como en español y francés.

093 F: muy bien. Alguien quisiera decir algo.

094 I: (levanta la mano) Es un poco parecido a lo de Daniel. Mi hermano también tiene muchos problemas en español , lo ha estado practicando. Yo lo ayudo. Yo no quiero hacer sus deberes en casa. Pero lo estoy ayudando así hago juegos con el en neerlandés o del neerlandés al francés: . (Luego no se entiende) Así cuando llegue a 6to grado lo puede hacer mejor que mí. Le aprendo a leer libros, en la computadora. Trabajar, y construir y hacer rompecabezas.

095 F: Okay me parece muy bien. Alguien quiere agregar algo sobre el portafolio. Ustedes creen que esto tenga alguna posibilidad de que sea un normativa que todos los colegios lo hagan.

096 S: Yo creo que si.

097 F: Les gustaría que otras escuelas tuvieran esto.

098 N: Así cada uno puede saber que bien esta en las lenguas. Lo que saben hablar mejor en neerlandés, hablan peor en otro idioma. .
099 F: Y tú (dirigiéndome a Sara)
100 S: y también como Nicolás.
101 F: Alguien más. Yo quiero agradecerles por todas sus respuestas.

English Translation:
Students' dissemination group interview

001 F: Ok, here we are in which grade is this one?
002 Children together: Third grade
003 F: This is third grade primary school.
004 Children together: Si el (inaudible)
005 F: Here we have the girls, three girls , two boys here and three boys over there (doing a description of the place).
006 Children together: The boys are more intelligent.
007 F: Okay, here we are in the interview. Raise up your hand the person who would like to talk about the portfolio. Let's see Daniel, what would you like to say about the portfolio? What have you learned about all this?
008 Children together : nothing. (They are laughing).
009 F: No. Let us give a chance to D..
010 D: I have learned what I can do and it is "guay" because with this exercise we do not have tests. And that is all.
011 F: Okay, good. Let's see J.
012 N: nothing (they correct me that the student is named G).
013 F: Excuse G.
014 G: I have learned that I know how to read, to write the additions, and divisions.
015 F: Okay.
016 G: And what we can do with people.
017 F: What can we do with people?
018 G: I do not know. (smiles)
019 F: Let's see J. What have you learned about the portfolio?
020 J: Learning languages.
021 F: Yes,
022 J: (Silence) Learning how to read and write.
023 F: good.
024 D: Interrupts- to do additions.
025 F: Do you make additions with this?
026 Children together: no
027 F: no? This is about what ?
028 Children together: language portfolio
029 F: Ok. So it is the language portfolio
030 I: For me nothing.
031 Children together: He learned. They laughed.
032 F: Let's see. Everyone has a right to an opinion. (Returning to I-Why you have not learned anything?)
033 I: There was nothing to do.

034 G: Interrupts. Painting, writing, doing additions, painting. He says nothing, referring to I. He is dumb, lazy. (referring to I).

035 D: He says (I) that he did not learn anything. He makes many spelling mistakes and says that he did not learn anything.

036 Two boys at the same time (J and G): Yes it is true. He is always learning nothing.

037 F: Let's see. Let him explain himself.

038 I: But, it was not what I meant to say. I wanted to say something else.

039 F: What other thing? Let...

040 I: I wanted to go to the other class and bring something that I forgot.

041 F: Oh, my God. Please wait until we finish the interview.

042 F: Let's continue with this other group. What did you learn? About the portfolio, the passport?

043 A: I learn to write about life and about languages.

There is silence.

044: FUhum,

045: Very well. Let's see D. what would you like to say?

046 D: I learned what I can do later in life and...

047 F: Yes what you can do later in life. You mean to say to learn what you can do later in life. , no? for the future?

048 D: Yes , that I can learn more and more and more.

049 F: Now, I am coming to the girls group. What do you think girls?

050: Boys respond: nothing and laugh.

051F: One needs to have some respect. Who wants to speak first?

052 F: Sofia, would you like to say something.

053 There is silence

054F: E. Do you want to say something?

055 F: Does any of the girls would like to say something?

056: Silence, no one speaks.

057 F: What do you think this means for the future? (Some children raise their hands).

058 G: The passport to be able to travel and to know many languages. (one hear laughing)

059 F: One does not have to laugh because the passport was designed for this.

060J: To go to other countries we need languages. Also to know the languages.

061 F: Well, we need to learn languages, D.

062 D: Also in the binder one knows what is not. You think about the Lord. Then if you know more then you can write more in the passport.

063 F: Yes to know languages. Very well.

Il part with the classroom teacher K:

001F: What have you like about it? (speaking to G)

002 F: Do you know? Have you like this activity yes or no? Have you like filling out the questions?

003G: Looks and does not say anything.

004F: why, excuse me. Has it helped you in something? Do you know more

about languages?

005 F: Has it been difficult or easy?

006 G Some things

007 F: From all these what has been the most difficult?

008 G: Checks his papers and shows the assessment questions. These ones.

009: This is the section that asks what do you know on each level. Why has it been difficult? Silence.

010 F: The questions were...

011 F: Too fast.

012 F: The way that the questions were formulated were difficult?

013: No answer G: After a moment says-They were difficult.

014: F: Who else wants to add something about the portfolio? Some one else?

015: Children say: The girls have not said anything.

016: F: The girls will say something.

017: F: What else?

018: G: We had lots of fun.

019/f/ Why did you had lots of fun?

020:F What were the funny things?

021: G: Yes the jokes- of the things we could do. I thought it was funny. We laughed.

022: F: Why?

023: The answers were similar.

024: Do you want to say something else regarding the portfolio? Have you like the experience?

025 A: Yes.

026: F: Why?

027: A: I am able to tell what I like about languages. I like about the musis and the tv and it nice because we do not have tests.

028: F: I Uhm, very well.

029 F: I would like to ask if your picture in here does it mean anything to you.

030: Yes. It is like a passport to travel to other countries.

031: F: Uhum, OK. Please tell me if it has helped you with your knowledge?

032: A: Yes, it has.

033 F: How? Do you think you know more?

034: A: English. (Speaks low)

035: F: What other languages do you know like the Spanish?

036: A: Flemish

037: Uhum, Do you think there are other things you need to learn in other languages?

038: A: In French and English

039: F: What things do you think you still need to learn?

040: A: English. I need to learn to say some words, pronunciation in French. I like to read.

041: F: Do you think you can learn other things later?

042: No response. F: Thank you.

Third part interview with the girls group.

001 F: Let's see who speaks first. The one who is up there. E= Tell me what has been for you the portfolio?

002 E: Nothing.

003 F: What has been the part that you've like the most?

004 E: Painting

005 F Well, o.k. Good. Can you show me what have you painted? This painting what represents for you?

006 E: That I learned languages by painting

007 F: For you. It is easier to learn reading. How did you become aware? Inaudible

008 IS: Before I did not read French . Now I can.

009 F: Well, Tell me when you have answer the questions, did it help you on something? In the little pencils (scaling questions) the things you can do in one language.

010 IS: I do not know. (She is shy).

011 F : What do you feel? Do you feel that you can speak a language better than other?

012 IS: Yes.

013 F: When we did the last evaluation of the questions. What did you think?

014 IS: What I had to write.

015 F: And the section about sports, the language biography, when you wrote about who you speak Spanish, has it help you in a way?

016 IS: Yes.

017 F: How?

018 IS: I do not know.

019 F: Why do you think is useful? (referring to the ELP)

020 IS: Learning languages?

021 F: Yes?

022 IS: When you have to read or write a text and later one needs to answer it.

023 F: Would you like to do this portfolio next year? Let's see if you teacher will propose it to you?

024 IS: No

025 F: Why?

026 IS: Because I do not like it.

027: You do not like, okay.

028 F: Does it have many questions? Is it too long?

029 IS: I don't like it.

030 F: Well, I thank you for your opinion. Let's see S. What do you think? Let me see what have you painted? Show it to the camera? There are some little animals.

031 F: How do you learn languages?

032 S: Reading.

033 F: Reading also. Is it easier to read than to write it or speak it.

034 S: Yes.

035 F: Have you liked the portfolio? Or do you find it horrible?

036 S: No

037 F: You have not like it? Why you have not liked it?

038 S: Because I do not like doing the questions.
 039 F: Do you think you would like it if your teacher will propose it?
 040 S: I did not like it.
 041F: Okay. I think is good. Now E. would you like to say something?
 042 F: E- tell me do you share the same opinion like your classmates that you have not like the portfolio.
 043 E: I do not like the pictures and it is not useful.
 044 F: Why is not helpful? What is the most awful thing?
 045 E: The photo
 046F: And the 2nd most horrendous thing?
 047: E: The camera.
 048: I immediately stop filming .

2nd group 6th grade

001 F: Hello, Who wants to be the first person to give me his/her opinion about the portfolio. Don't be shy.
 002 N: I think it is very useful for learning languages. Each Friday for learning Spanish and learn three languages. You know.
 003: F: Has it help you in a way?
 004 N: Yes because my mother is Spanish and does not know how to speak Flemish. Then if I would not know how to speak Spanish, I would have to speak to her in French, and then it will not be fun.
 005 F: Okay, good. Can someone tell me what utility does the ELP has for you in the future?
 006: Classroom teacher: It is the document you have filled up with Fiona.
 007:I: The portfolio has been useful in being able to know the experiences we have with languages. I speak well and my mother also, but my brother has some problems and I helped him a little bit. In this way perhaps he can increase his experiences with languages.
 Tape interruption.
 008I: It helped me to remember the languages I have learned. About the experiences I had with different languages. For example French I know it very well. In a second place, Flemish I know also somewhat. However, I have problems writing it, I made some mistakes.
 009 F: Are you planning to do something? Have you thought of doing something with the languages you have difficulty? How to advance with the languages one has difficulties?
 010 I: I will make some exercises. In Flemish I can improve it I, reading with my brother (he makes a grammar mistake when speaking). Spanish also because I have some problems. French I can continue talking with my mother. Then the language courses, I can remember what I have learned in this school. First Spanish, then Flemish and French starting from third grade. I can also remember the teachers I have had. I can remember the scores I have gotten because I have a binder full of tests. I also can remember the languages I have spoken.
 011 F: Good.
 012 I: Then I can remember the things I have done in this team. Here is a paper from basketball. I can remember what I have done in this team. Then

I can continue in this school.

013 F: On which languages you have good points?

014 I: French and Flemish.

015 F: You will be able to continue in this same school.

016 I: Yes with this same school which is upstairs.

017 F: So, with the same school. Which of the three sections (ELP) have you liked? And have you got any problems with any of them?

018 I: He points at the passport.

019 F: The passport is the one you have liked the most.

020 I: Yes because I am able for example look for a job. As a student, I will go over there and say-is there a job in here? I will show the portfolio.

Someone will say I have a Spanish speaking job. Do you want to accept it? Another will say a job opportunity in Flemish, do you want to accept it? I will say that perhaps yes. And in French also. Here I have a page (from the ELP) about the trips, the vacation time. I can remember of the places I've gone. Of my grandfather with him I always speak Spanish. In this way I can remember of the good times we've spent together.

021F: It has been a biography for you.

022I: Yes, because my mother is Spanish and my father is Spanish. I have found that the portfolio (ELP) is a good idea.

023F: And the idea of having your picture in the portfolio, does it mean anything for you?

024I: Yes, because in this way I can remember how I looked when I was younger and also when I was younger how many points I had in this moment and the experiences I had.

025F: Okay, good. Who else wants to say something?

026D: (He raises his hand) I think it is a good idea, especially in the page that asks the experiences I have with languages.

027F: It is the (language) passport (D shows it to the class) Good.

028D: In Spanish I am very good but I still have to improve some things. French I speak it not that well. For Flemish I can speak it but to listen, read and write is not easy. Then I have more experiences with the Flemish than with French or Spanish.

029F: Have you consider doing something in the places you encountered difficulties?

030D: No, I have not thought about anything. Now regarding the picture I think it is good. When I will be an adult, I will see when I was a child. Also I remember when I used the internet. I have things in French, Flemish and Spanish. I went to parties in Spanish. My vacations are generally in Spanish and French. I like it a lot my languages courses in Flemish, Spanish and French.

031F: Do you consider this good, having an education in the three languages?

032D: I think is very good. I will be able to communicate in another country. If I do not speak Spanish then Flemish.

033F.: What utility this document (ELP) has for you in the future?

034D: Also at work, for my boss. If he says Ah! You are good in Spanish I can give you this job or in French. Or if he says: Ah! Do you speak Spanish,

Flemish and French you can do the translator job. Then it will be good for me. That is all

035F: Thank you, and now...

036 A: He raises his hand.

037F: What is the part you have liked the most? A.

038A: The passport. I like it because if I did not know how to speak Spanish. When I went into Argentina, then if it wasn't for the language I would not have met the people because there one speaks Spanish, in Argentina. The Flemish is the language I speak the best because I speak it with my friends, in class. Only in here I speak Spanish, I only have a few friends. It is for me, I like this passport because when I will be older, I will be able to speak more with the people close to me. Ah! Here about the picture is not so important because I know is myself. French is not my favourite language but I know how to speak it more or less. Spanish is the second language I know how to speak best. Flemish is the language I know how to speak the best because in the house I always speak it with my brothers. Only when my mother is not there then I have to speak Spanish with my brother and my father so that I can speak it better. And...(looks at the different pages from his ELP).

039F: Is that all? He nods with his head. Okay, thank you. Do you think you have enjoy doing it? If you have the same opportunity to do with the secondary school, would you like to do it (the ELP)?

040A: Yes, I would like to speak more languages than three, than now.

041F: Good. Now N. How does it help you the portfolio?

042N: Yes it is good/ The language that I best speak, write and communicates is Flemish because I practiced it at school and in the house I speak Flemish with my brother and with my little brother I speak Spanish. Spanish is the second best language that I speak and write. French is good. It is not bad but it is not excellent. I play tennis, football and piano in French. Now I am improving and also leaning English. And I think that I am not good (referring to English) but this Summer I will go Summer school in Washington; then I will be able to do better.

043F: Do you think this document (ELP) can be useful for you in the future?

044N: yes, because like everyone tells me if you want to look for a job and people see that you know four languages, they (employers) will let you in.

045F: Which is the part that you have like the most?

046N: I like the idea that one is able to know that one is able to speak and that you have learned how to speak. You have to be yourself, you can not copy. I can not write that I do well in Spanish and then it is not true.

047F: Very good. Someone else wants to say something.

048P: I like the passport very much because thank to this I am aware that in Flemish is the language I have more problems, (uhum) speak to my friends in Flemish and do things in Flemish (there is some laughing). In Spanish I am able to do well but I still make some spelling mistakes. In French also I speak it well and writing it depends on the words.

049F: What have you like about all the documents, the biography, the passport?

050P: The passport.

051F: Why have you like this the most?

052P: Is like what the others have said before. It will help me to look for a job. I will be able to go to any employer and show him/her this. S/he will say that it is very good. That I know many languages and that I will have many opportunities in the workplace.

053F: Having your picture does it mean anything?

054P: Not really. I know that it is mine, I recognize my handwriting and everything.

055F: (One hears some laughing) Yes, it is true.

056F: And if this is something you would like to do in secondary school? Would you like to do it again? Would you like to have this document (ELP)?

057P: Yes to remember what things I was able to do well.

058F: Very well. Something else? Silence.

059F: Now someone who has not participated, let's see the girls in here. Let's see who is the winner of the raffle.

060K: The section that I liked the most was the language passport because it was at moment that I realized the languages I know how to speak better, my proficiencies in each language. I know that it will be helpful in the future because I can show my skills to other people. Spanish is the language that is spoken by everyone.

061F: What utility do you find in general about the portfolio regarding the future?

062K: To look for a job

063F: Which is the part that you have liked the least?

064K: For me nothing, everything is fine.

065F: To have your picture here, does it mean anything?

066K: If afterwards when I become older, I say ah! I had the hair short.

067F: Good.

068S: Yes (interrupts). I think is a good idea because later you can see how one spoke the languages and the things you knew how to do well, write well. Like the others have said to look for a job. I like the best the part of the passport.

069F: What did you learn about your knowledge? What did you learn? What was the result?

070S: I was able to recognize the languages that I spoke better and the ones that I had more difficulty.

071F: For example what is the meaning of this little square.

072S: More or less

073F: Ah! Okay.

074F: Which language did you learn was the most difficult for you?

075S: It was Italian because I do not practice it enough like the other languages.

076F: This is the green pencil, (uhum)

077S: And afterwards is Flemish which I need to practice more.

078F: And the one that you dominate the best?

079S: I would say French and later Spanish/

080F: Okay. Something else.

081: Someone raises his hand.

082F: Let's see our friend, that he likes very much. I think he will be a tv producer.

083I: I remember when I went to vacation.

084F: yes

085I: I went to the pool with my cousin, my godmother and godfather. There were some men which were playing and were saying. I was talking to my cousin in French. They were asking themselves which language we were speaking. They were Spanish and I spoke French and I understood them. This has helped me to learn in the case that someone speaks against us. But.

086F: In other words no one can speak bad about you. (One hear laughing)

087I: Why is it good to know three languages? Flemish, French and Spanish not everyone can do it. Because I have friends that they only speak one language, only French. Here no. Then I find that we are lucky because we are learning three languages and we are in sixth grade. When I am older I would learn five languages. Then I will say that I speak seven. Then this will help me to remember past experiences.

088F: Would you recommend this (ELP) to other children, to other friends.

089A. (interrupts) Even when there are few persons that speak three languages like I. said. There are many people who are not lucky to learn three languages and only have only language like in Africa. We have three and S has four. Then you can go much farther.

090D: For me, we are lucky that we can learn three languages. I would recommend this (ELP) to my brother, why not, to Adrian. Eh, he speaks Spanish and French and he will be able to see what he know least, the Flemish then he can do efforts, so that his Flemish can be good as his Spanish and French.

091F: Then you will recommend it him so that he becomes aware what are his weaknesses in languages or not?

092D: Yes. He can speak two languages and then later three. However, if he has problems with the third one then he can say I will make efforts to be as good as the Spanish and French.

093F: Very good. Someone else wants to say something.

094I: (raises his hand) It is a little bit similar to D. My brother also has many problems with Spanish, he has practiced it. I help him. I do not like to do his homework at home. But I am helping him. I do games with him in Flemish or from Flemish to French. (Inaudible) Then when he arrives to 6th grade he will be able to do better than me. I teach him how to read books, and the computer, working and construction and doing puzzles.

095F: Good, I think is good. Someone want to say something else about the portfolio. Do you think that the schools will use it in the future?

096S. I think it will be.

097F: Would you like that other schools will have this (ELP)?

098N: In this way everyone will be able to know how one is doing in each language. What they know how to speak Flemish or if they speak bad a language.

099Fand you (asking S)

100S: I think like N.

101: Someone else? Silence. I want to thank you for all your answers.

Appendix G

PILOT PHASE

TRANSCRIPTS OF THE STUDENTS' INTERVIEWS:

Place: School in the city of Brussels.

Interview with students from 5th and 6th grades.

I= Interviewer

S=student

We give only the initials of each student to respect the privacy of his/her answers.

The first person is Aloe

001 I= Que te pareció el portafolio? Que te parece la idea de tener tu propio portafolio de idiomas :

002 I= Este lo hiciste tu?

003 S= Si. A mi me pareció bien, un poquito difícil.

004 I=Que es la parte difícil.

005 S=Hay algunas cosas aquí... Hay algunos idiomas que no los comprendo bien..

006 I : Que es la parte que te pareció mas fácil ?

007 S: Esta .

008 I= La parte de la pirámide (showing it to the student)

009 I: Pero digamos porque estas preguntas no las contestases.

010 S: se me habían olvidado y luego la profesora lo cogió.

011 I: O sea que no te dio tiempo. Encontrases las preguntas muy difíciles.

012S=No

013I= Consideras que todas las personas tienen que hablar otros idiomas.

014S= Si porque uno , si uno aprende muchos idiomas puedes ir a otros países a visitar y no tener problemas.

015I= Cuales son los idiomas que mejor hablas.

016S: El francés y el español.

017I= los otros idiomas no los logras practicar?

018S= no, El neerlandés lo practico mucho aquí.

019I= Y el italiano?

020S= Si lo practico con mi abuela.

021I= Te gusta este ejercicio de auto-evaluarte., de decir me gusta este idioma que otro.

022S= Si. Si.

023I= : Esto es algo que te gustaría practicar en el futuro.

024S: si.

025I= Lo encuentras interesante

026S= Si. (student responds nervously). Note: The student has been caught talking in Spanish by a teacher who is passing by. I stopped recording. The student explained to me that she is not allowed to Speak Spanish in the school only in the Spanish class. I proceeded with the interview.

027I= practicas todos los idiomas.

028S: bueno con mis abuelos practico el italiano.

029I= Vamos a ver crees que puedes terminar de contestar estas preguntas para darte chancee a responder todo.

030S=Si.

2nd interview Narciso

001I= Te gusta la idea de tener tu propio portafolio?

002S:Si

003I=porque?

004S= Así se lo que se enseña, lo que se hacer.²

005I=OK. Que es la parte que mas te gusta?

006S= La de en medio. Enseñando la pirámide.

007I=porque te gusta esta?

008S= porque me gusta colorear.

009I= Uhum, que es la parte mas fácil o difícil que encontrases en este portafolio?

010S= Algunas preguntas no pude entender, las primeras. Y la pirámide fue la mas fácil.

011I: te gusta la idea de auto-evaluarte ? poder decidir por tu propia cuenta?

012S : Si me gusta

013I: porque ?

014S: porque así puedo dar mi propia opinión. Porque así puedo saber lo que se. Así mismo yo me doy cuenta de lo que se hacer.

015I= consideras que todo el mundo debe de aprender diferentes idiomas. Como ves las cosas?

016S= repítame la pregunta.

017I=Crees que todas las personas deben de aprender diferentes idiomas? cómo ves la situación?

018S= Si, creo que esto les va a dar la oportunidad de poder viajar, la gente saben comunicarse con mas personas.

019I=Dime si te dieran la oportunidad de volverlo hacer el portafolio, es algo que te gustaría?

020S=Si,

021I= porque?

022S= porque así me puedo dar cuenta en lo que me he equivocado.

023I=Encontrases el vocabulario fácil o difícil? O sea las preguntas?

024S= Fácil.

025I= Dime una cosa, tuvisteis suficiente tiempo para contestar todo?

026S= Si.

027I= Esto es todo muchísimas gracias.

3rd interview Lirio

001I= Que te pareció la idea de tener tu propio portafolio de idiomas.

002S=Bien.

003I= porque?

004S= porque no tengo que compartirlo con nadie mas. Que es mi personalidad de estudios.
 005I=OK.
 006I=Que es la parte que mas te gusto del portafolio?
 007S= Cuando me preguntaron cuales son las cosas favoritas. Eso si (enseñándomelo)
 008I= pero no respondiste, algunas de estas preguntas. Como por ej. Cual es tu película preferida.
 009S= lo que pasa es que no tengo película preferida, me gustan muchas. Siempre cambio de opinión.
 010I= Tu crees que tuvisteis suficiente tiempo para completar todas las preguntas?
 011S= No, no ..tuve suficiente tiempo. Lo único es que era muy difícil decidirme.
 012I=La ultima pregunta es que ...Tu crees que todo el mundo debería de aprender diferentes idiomas.
 013S= si, es muy interesante.
 014I= porque
 015S= porque te vas a China, es mejor que aprendas la lengua. Por ej. Yo cuando vine a Bélgica solo hablaba Español y no podía hablar con otras personas.

4th interview Copa de oro

001I= Quería preguntarte si te gusta la idea de tener un portafolio de idiomas?
 002S= Si
 003I=Si, porque?
 004S=Porque es como un recuerdo. También para ver si tienes falta en cualquier sitio.
 005I= Dime una cosa que es la parte que te gusto del portafolio?
 006S= Lo de en medio...
 007I=porque?
 008S= porque me gusta responder las preguntas,
 009I= mas que esta?
 010S= Es mas divertido la de en medio. (enseñándome la biografía lingüística)
 011I= Que es la parte mas difícil o la que menos te gusto?
 012S= Esta algunas palabras estaban muy difíciles.
 013I= tuvisteis suficiente tiempo para contestar todas las preguntas?
 014S= No tuve todo el tiempo, fui la ultima en terminar
 015I= Quería saber si crees que todo el mundo debería hablar varios idiomas o solamente los idiomas de aquí, (refiriéndome a Bélgica)
 016S= No seria bien tener varios idiomas. Así puedes tener mas ventajas para ir a diferentes países.
 017I= O sea que te permite la posibilidad de viajar...
 018S= si, pero yo prefiero vivir aquí.
 019I= te gusta la idea de auto-evaluarte.
 020S=Como?

021I= por ej. Que tu puedas ver cuanto estas aprendiendo de Español y de otros idiomas.

022S : A mi me gusta sabe la evaluación (dificultad en pronunciar) si me gusta esto. esto.

5th interview Chia.

001I: Te gusta la idea de tener tu propio portafolio?

002S : si

003I : porque ?

004S : porque si , no se. Para tenerlo.

005I= Dime cual es la parte que mas te gusto.

006S= El estudiante me enseña que la pirámide..

007I= Esto la pirámide.

008I=: veo que aquí has puesto que hablas portugués. Con quien lo practicas ?

009S= : Comprendo mucho el portugués pero no lo practico con nadie. Solamente fui una vez al Portugal y me gusto mucho como idioma.

010I= Que es la parte mas difícil que te pareció?

011S= no answer.

012I= Cual es la parte que considerasteis mas difícil?

013S= Esta , refiriéndose a las preguntas.

014I=El vocabulario como estaba fácil o difícil?

015S=mas o menos

016I : Tuviste suficiente tiempo para contestar todas las preguntas.

017S : no, me hubiese gustado tener un poco mas de tiempo.

018I= Dime te gusta la idea de auto-evaluarte, saber cuanto vas aprendiendo de Español, de Neerlandés, de Francés?

019S=Si,

020I=porque

021S= me gusta poder evaluarme a mi misma.

022I : Tu crees que todo el mundo debería aprender diferentes idiomas.

023S : Si creo que si porque así puedo hablar .. (pausa) Es mejor cuando sepas mas idiomas, así puedes hablar mas con la gente. Ahora que voy a España puedo hablar el Español y no tengo que buscar para ver si hablan otro idioma.

6th interview Azulea.

001I= Te gusta la idea de tener tu portafolio ?

002S= Si

003I= porque?

004S= porque nos puede ser útil,

005I= porque te puede ser útil?

006S= para darnos cuenta de todo lo que ya sabemos.

007I= y que mas?

008S= no hay respuesta..

009I= que te gusto mas, lo de la pirámide, las preguntas...

010S= la pirámide,

011I= porque?
 012S= porque era un juego.
 013I=Y dime una cosa, lo encontraste, difícil, fácil,
 014S=fácil
 015I=todas las palabras de las preguntas estaban fáciles
 016S= si...pausa... había algunas preguntas que tenia que pensar, pero eran fáciles.
 017I= tuvisteis suficiente tiempo para llenar todas las preguntas?
 S= Si,
 018I= Tu crees que todas las personas deberían aprender varios idiomas? Cual es tu opinión?
 019S= Es mejor aprender varios idiomas porque luego es mas fácil para después para el trabajo.
 020I= porque, el trabajo te pide mas?
 021S=Si cuando sabes mas lenguas puedes hacer mas trabajos.
 022I= OK.
 023I= Te gusta la idea de evaluarte a ti mismo ? o prefieres mejor tener un examen ? O que la profesora sea la única que te diga lo que tienes que hacer?
 024S= si me gusta porque así uno puede escribir tu propia opinión.
 025I= Dime una cosa tienes oportunidad de hablar todos estos idiomas.
 026S= Si pero hay idiomas que no me gusta hablar como el gallego porque la pronunciación es difícil.
 027I= Gracias por tus respuestas.

5th grade students' interviews:

1st interview

Escobita

001I= A ti te gusta esta cosa que hicimos que se llama Portafolio de idiomas.
 002S= Si me gusto
 003I= Que te gusto mas?
 004S= aquí en las preguntas no había suficiente espacio para contestar.
 005I= Hay alguna cosa favorita? Algo que te atrajo la atención. Yo veo que aquí pusisteis todos los idiomas que hablas
 006S= Que veo, esto.
 007I= Que fue la parte mas fácil o difícil.
 008S= Algunas preguntas no podía responder porque hay palabras que todavía no lo se pero no era difícil.
 009I= Dime cuanto tiempo te tomo contestar todo el portafolio?
 010S= no lo se.
 011I= Cuanto tiempo vas de viaje en las vacaciones.
 012S= Voy por tres meses a Argentina y cuando voy a Francia por unos días.
 013I= (I sound a little bit lost, in this interview).
 014I= Esto supuestamente es una evaluación , me gustaría saber si esta forma de auto-evaluación te gusta?
 015S= A mi no me gusta estudiar, me gusta mas jugar.

016I= Te gusta la idea de auto-evaluarte, o sea que voz mismo eh, decidas lo que sabes en cada idioma.
017S= Si me gusta mucho.
018I= lo prefieres a un examen,
019S= me gustan los dos
020I=Consideras que todas las personas que viven en Europa deberían aprender mas de un idioma?
021S=Si todo el mundo debería hablar un solo idioma para poder entenderse, pero no me gusta cuando algunas personas hablan en otro idioma, algo de nosotros y yo no se lo que están diciendo. Justo me he peleado con alguien y luego me dice algo en otro idioma y no se lo que me ha dicho.
022I= Que prefieres que todo el mundo hable un idioma o que todo el mundo hable varios idiomas?
023S=Quiero que haya diferentes lenguas.
024I= Dime una cosa tienes amigos de diferentes países.
025S= Si tengo diferentes amigos de Maruecos, solo un amigo Belga.

2nd interview:

Amapola

001I=Te importa si grabo esta conversación.

002S= no.

003I=Solamente te voy a hacer 5 preguntitas. La primera pregunta es si te gusta la idea de tener tu propio portafolio, tu propio pasaporte.

004S= Si

005I= porque, te gusta eso, que es lo que mas te gusta de todo esto?

006S= El juego

006I= porque te gusta todo esto.

007S= si me gusta esto.

008I= Te deja ver si sabes alguna cosa. La preguntas estaban fáciles.

009I= Las preguntas estaban claras.

010S= un poco fácil.

011I= Fue fácil para ti o tuvisteis que preguntarle mucho a la maestra.

012S= Un poquito.

013I= eh, que es lo que menos te gusto de esto? Que es la parte que decías esto no me gusta tanto?

014S= las preguntas de en medio.

015I= Estas son las preguntas del expediente. Cuanto tiempo crees que te tomo esto?

016S= no tanto,

017I= Algo mas de lo usual

018S= Si.

019I=Como puedes , este portafolio que es para evaluarse a uno mismo como lo puedes comparar con otras evaluaciones.

020S= Este es mas fácil.

021I= Dime una cosa, te gusta la idea de tener una auto-evaluación, que tu decidas lo que ya sabes hacer en tu idioma?

022S= Si,

023I= Te gusta la idea de saber todo lo que saber hacer en la cocina, como un ejemplo.
024S= Si, yo quiero ser cocinero.
025I= Consideras que todo el mundo debería de aprender dos idiomas mas el materno? O piensas que no que todo el mundo debería saber un idioma.
026S= Difficult to hear the response..;Si creo que todos deberian....
027I= Creo que aprender diferentes idiomas nos va ayudar a comunicarnos mejor.
028S= Si.
029I= Como crees que esto te puede ayudar el aprender diferentes idiomas.
030S= Stays silent
Bueno no importa esto es lo único que quería preguntarte, muchas gracias y ahora puedes llamar al próximo .

3rd interview.

Trigo

001I= Tengo solamente unas preguntitas que hacerte. La primera es saber si te gusta la idea de tener tu propio portafolio?
002S=Si me gusta mucho
003I= porque te gusta?
004S=porque si voy a saber lo que me gusta y lo que no me gusta. Sobre todo.
005I= Dime una cosa , eh, que es lo que mas te gusto de este portafolio, el juego, la biografía,...
006S= Esta, I= la parte del expediente de las preguntas. Porque te gusta.
007S= contestarlas y lo que puedo hacer en un idioma.
008I= Crees que este documento estaba fácil de contestarlo o difícil?
009S= Algunas si eran un poquito difícil
010I= Dime cuales eran difíciles? Dame un ejemplo.
011S= ya no me acuerdo, es que no comprendía lo que decía.
012I= O sea que tenias que preguntarle a la maestra. S= Si.
013I= la pregunta difícil era sobre yo mantengo correspondencia con un amigo....
014I= Dime te tomo mucho tiempo contestar este portafolio. O fue lo suficiente.
015S= fue lo suficiente.
016I= Como puedes comparar este portafolio con otras formas de evaluación que hace tu maestra. Es mas fácil, o mas difícil?
017S= no se.
018I= Esto es mas fácil?
019S= Esto es mas fácil.
020I= Te gusta la idea de hacer una evaluación.
021S= Si
022I= porque te gusta evaluarte?
023S= no se , es que siempre ha sido así.
024I= Consideras que todos los ciudadanos que viven aquí en Europa, deberian saber dos idiomas extranjeros mas su propio idioma materno.
025S= Si.
026I= porque?

Silence

027I= Que crees que todo el mundo debería hablar un idioma.

028S= Creo que deberíamos hablar varios idiomas.

029I= O.K. gracias esto era todo ahora puedes llamar a

4th interview

Clavel

001I=Esto es solo una entrevista y empiezo con la primera pregunta lo que quiero saber es que si te gusta tener tu propio portafolio.

002S= Si me gusta

003I= porque

004S= porque alguien te pregunta algo tu puedes enseñarle esto.

005I= que es lo que mas te gusto del portafolio.

006S=todo.

007I= todo? Y lo que menos te gusto?

008S= no se

009I= te gusto contestar las preguntas aquí del expediente.

010S= Lo único que no me gusto son algunas preguntas que no sabia responder o cuando yo no quería decirlo.

011I= Había preguntas que no querías contestar, eran muy aburridas?

012S= no

013I= pero era fáciles.

014S= casi todas eran fáciles pero había algunas que eran difíciles.

015I= Dime una cosa te tomo mucho tiempo contestar el portafolio o ¿

016S= En algunas preguntas si pero en otras no.

017I= Y dime como comparas este portafolio en el que tu te evalúas a la evaluación que te hace la maestra.

018S= Si hay algo que tu no quieres decir de verdad, tu lo puedes escribir ahí y no todo el mundo tiene que escucharlo.

019I= Te gusta la idea de hacer tu propia evaluación.

020S= Si

021I= decir lo que saber hacer?

022S= si

023I= Consideras que todo el mundo aquí en Europa debe de estudiar otros idiomas mas el idioma materno.

024S= que todo el mundo hable otros idiomas, no solamente los que saben hablar , que tienen que aprender otras lenguas para poder encontrar otros trabajos mas fáciles.

025I= Que hablas mejor?

026S= El español.

5th interview.

Jacinto

001I= Son 5 preguntitas, yo quería saber si te gusta la idea de tener tu propio portafolio.

002S= Si

003I= Te gusta todo esto.

004S= no mucho pues no se para que sirve.
 005I= Bueno esto es un documento que te ayuda a saber cuanto tus sabes en los idiomas (luego sigo explicando en francés para obtener una mejor comprensión.)
 El portafolio es como un pasaporte, así como cuando uno viaja y enseña todos los lugares por donde ha pasado.
 006I= Dime que es la parte que mas te gusto de este portafolio?
 007S= Silencio
 008I= (prompts him) te gusto esto del juego, lo de las preguntas...
 009S= esto
 010I= porque?
 011S= porque esto es hacer mucho (las preguntas) y no comprendo las palabras.
 012I= Crees que las preguntas fueron claras o un poco difíciles.
 013S= Un poco difíciles.
 014I= Te tomo mucho tiempo contestar el portafolio, o fue suficiente.
 015S= si, fue suficiente.
 016I= te gusta el poder evaluarte y escribir tu mismo lo que has aprendido.
 017S= Si me gusto. Silencio.
 018I= Consideras que todo el mundo debería de hablar otros idiomas además del materno.
 019S= Si
 020I=porque?
 021S= Así la gente se puede comunicar mejor.
 022I= Gracias esto es todo.
 S= adiós.
 (nota: esta entrevista fue un poco difícil pues tuve la impresión que el estudiante no comprendía todo las preguntas. El Español no creo que sea el idioma que mejor maneje, ya que tuve que intervenir en Francés.)

Pilot Phase

Transcripts of the students interview

English translation

Interview with students from 5th and 6th grades

I: Interviewer

S: Student

We give the fictitious names of each student to respect the confidentiality of his/her responses.

The first student is Aloe

001 I= What did you think about the portfolio? What do you think about the idea of having your own portfolio?

002I= This one (signalling the ELP), you did it yourself.

003S= Yes, I think it was fine. A little bit difficult.

004I= Which was the difficult part?

005S: There are a few things in here... There are some languages that I do not understand well.

006I= What is the part that you thought easy?

007S= This one.
 008I= The part of the assessment , (showing it to the student).
 009I= But tell me why you did not answer these questions?
 010S= I forgot them and then the teacher took it away.
 011I= In other words, you did not have time.
 012S= no
 013I=Do you that people need to speak other languages?
 014S= Yes, because if one learns other languages, one is able to travel and visit other countries and not have a problem.
 015I=Which are the best languages you are able to speak?
 016S=French and Spanish
 017I=The other languages, are you able to practice them?
 018S=No; Flemish I am able to practice it in here.
 019I= and the Italian?
 020S= Yes, I practice it with my grandmother.
 021I=Do you like this exercise about self-evaluation, to be able to say that you like one language more than the other.
 022S= Yes, yes.
 023I= Is this something (ELP) you would like to do in the future?
 024S= Yes;
 025I= Do you find it interesting?
 026S=Yes, (student responds nervously). Note: The student has been caught talking in Spanish by a teacher who is passing by. I stopped recording. The student explained to me that she is not allowed to Speak Spanish in the school only in the Spanish class. I proceeded with the interview.
 027I=Do you practice all the languages?
 028S: With my grandparents I practice Italian.
 029I=Let's see. Do you think that you can finish filling up these questions so that you have the time to answer everything. (I hand back the ELP)
 030S= Yes.
 031I= I thank you for you time;

2nd interview with Narciso.

001I= Do you like the idea of your own portfolio?
 002S: Yes
 003I= Why?
 004S= In this way I learn what has been taught and what I have learned.
 005I= Good, which is the part that you have liked the most?
 006S= The one in the middle, (showing the assessment table).
 007I= why did you like it?
 008S= Because I like coloring.
 009I= Uhum, which is the part that you have found the most difficult or easier in this portfolio? Could you understand all the questions?
 010S= There were some questions I could not understand, the first ones, and the assessment section was the easiest.
 011I= Do you like the idea of self-evaluation? Be able to decide on your own.
 012S= Yes, I like it.
 013I= Why?

014S= Because in this way I can give my own opinion. In this way I can tell what I know. Also I know what I am able to do.
015I=Do you think people should learn other languages?
016S=Repeat the question please.
017I= Do you think people should learn other languages? How do you see the situation?
018S= Yes, I think this will give them the possibility to travel and people will be able to communicate.
019I= tell me if they give you the opportunity to do the ELP again, is this something you would like to do?
020S=Yes
021I= Why?
022S= Because in this way I am able to know on which things I made a mistake?
023I= Did you find the questions easy or difficult?
024S= Easy
025I= Tell me something did you find you had enough time to answer the questions?
026S= Yes
027I= That is all. Thank you for your answers.

3rd interview with Lirio

001I= What did you think about the portfolio? What do you think about the idea of having your own portfolio?
002S= Good.
003I= why?
004S=Because I do not have to share it with anybody else. This is my study personality.
005I= Ok
006I= Which is the part you liked the most of the ELP?
007S=When it asks what are your favourite things. (He shows it) I found it easy.
008I= But, there were some questions you did not respond, for example which is your favourite movie?
009S= What happens is that I do not have a favourite movie. I like many of them. I always change opinions.
010I= Do you think you had enough time to answer all the questions?
011S= No, no I did not have enough time. The thing was that it was difficult to make a decision.
012I=The last question is that, Do you think that everyone should learn languages?
013S= Yes, it is very interesting.
014I= Why?
015S= Yes, because you go to China is better you learn the language. For example, when I came to Belgium I only knew how to speak Spanish and I could not communicate with other people.
016I: That is all. Thank you for your answers.

4th interview with Copa de oro

001I= I want to ask you if you like the idea of having your own portfolio.
 002S=Yes
 003I= Yes, why?
 004S= Because it is like a souvenir. Also to see if you a mistake somewhere.
 005I= Tell me something which is the part you like the best about the portfolio?
 006S=The middle part
 007I= Why?
 008S=It is more fun the middle part (showing the language biography)
 009I= Which is the most difficult or the one you liked the least?
 010S=These ones. There were some words that were too difficult.
 011I=Did you have enough time to answer the questions?
 012S=I did not have all the time I needed. I was the last one to finish.
 013I= I want to know if you think that everyone should learn languages or just the languages of Belgium.
 014S= No, I think people should know different languages. In this way you can have more advantages to go to different countries, is better if you like it.
 015I= You mean that allows you the opportunity to travel.
 016S= Yes, but I prefer to live in here.
 017I= Do you like the idea of self evaluation?
 018S= How?
 019I= For example, that you can see how much Spanish you are learning as well as for the other languages.
 020S=I like to know about evaluation (difficult to pronounce correctly). I like this, this.
 021I= Thank you for your answers.

5th interview with Chia

001I= Do you like the idea of having your own portfolio?
 002S=Yes
 003I= Why?
 004S= Because yes, I do not know, to have it.
 005I= Tell me which is the part you liked the most?
 006S= The student shows the assessment questions
 007I= This is the assessment
 008I= I see that you have written that you speak Portuguese. With whom do you practice?
 009S=I understand a lot of Portuguese but I do not practice it with anybody. I went once to Portugal and liked it a lot the language.
 010I= What things did you find difficult?
 011S= This one, (referring to the questions).
 012I= How was the vocabulary? Easy or difficult?
 013S= more or less
 014I= Did you have enough time to answer the questions?
 015S= No, I would have like to have more time.
 016I= Do you like the idea to do a self-evaluation, to know how much you are learning in Spanish, French and Flemish?
 017S=Yes

018I= why?

019S= I like the opportunity to be able to evaluate myself.

020I=Do you think everyone should be able to learn other languages?

021S= Yes I think yes because I am able to speak to people (pauses) It is better when you know other languages in this way you are able to speak to people. Now that I am going to Spain I am able to speak Spanish and I do not have to look for other people to translate.

I= Okay, that is all. Thank you for your answers.

6th interview with Azulea

001I= Do you like the idea to have your own portfolio?

002S= Yes

003I= Why?

004S= Because it can be useful.

005I=How can it be useful?

006S= To be able to know what I have learned.

007I= What else?

008S= No answer.

009I=What did you like the most, the middle part, the questions.

010S=the middle part.

011I=Why?

012S= because it was a game

013I= Tell me something did you find it easy or difficult?

014S= easy

015I=All the words form the questions were easy?

016S= Yes (pauses). There were some questions I had to think but they were easy.

017I= Did you have enough time to answer the questions?

018S= Yes

019I=Do you everyone should learn languages? What is your opinion?

020S=It is better to learn different languages so that later it is easier to look for a job.

021I=why? Do you think that a job position is asking for more?

022S=Yes, when you know more languages, there is the possibility to do other jobs.

023I= OK.

024I= Do you like the idea of doing self-evaluation? Or do you prefer to have only a test? Or to have a teacher to do the evaluation?

025S=Yes, I like it because one is able to write his/her own opinion.

026I=Tell me something, do you have the opportunity to speak all these languages.

027S=Yes, but there are languages I do not like to speak like the Galician because the pronunciation is difficult.

028I= Thank you for your answers.

5th grade students' interview

1st interview with Escobita

001I= Do you like this document which is called the language portfolio?

002S= Yes, I like it.
 003I=What did you like the best?
 004S=Here, in the questions there was not enough space to answer.
 005I= Do you have something that you like? Something that attracted your attention? I see here that you wrote all the languages you know how to speak.
 006S= that I see this.
 007I= which was the part most difficult or easy for you?
 008S= There were some questions I could not answer, because there are some words that I do not know, but it wasn't difficult.
 009I= Tell me how long did it take you to answer the portfolio?
 010S= I do not know.
 011I=When you go on vacation, it is for how long?
 012S= I go to Argentina for three months and when I go to France it is only for a few days.
 Note: I is a little bit lost asking the question above.
 013I= This is suppose to be an evaluation (referring to the ELP), I would like to know if this type of evaluation is something you like.
 014S=I do not like to study, I prefer to play/
 015I= Do you like the idea of self evaluation? It means that you yourself is able to tell how much you know in each of the languages you are leraning.
 016S= Yes, I like it very much.
 017I= Do you prefer this instead of test?
 018S= I like the two options.
 019I= Do you think that all the people living in Europe should learn more than one language?
 020S= Yes, I think that everyone should speak only one language to be able to understand each other. I do not like when other people speak other languages, especially something about us, and I do not know what they are saying. I just fought recently with someone and then he says something in another language and I do not know what he is telling me.
 021I= what do you prefer that everyone speaks one language or that everyone speaks several languages?
 022S= I would like different languages.
 023I= Tell me something do you have friends from different countrie?
 024S= Yes I have different friends from Morocco and one is Belgian.
 025I= Thank you for your answers.

2nd interview with Amapola

001I= Do you mind if I tape record this interview?
 002S= no
 003I=I would ask you only five questions. The first one is to know if you like the idea of having your own portfolio? , your own passport?
 004S= Yes.
 005I= Why do you like it? What do you like the best from all of these?
 006S= It is a game.
 007I=Why do you like all these?
 008S=Yes, I like this.

009I=Does it allow you to see if you know something? Were the questions easy?
 010S=The questions were clear.
 011I=A little bit easier
 012I= Was it easy for you or you had to ask a lot of questions to the teacher?
 013S=A little bit.
 014I=These are the questions from the assessment. How long did it take you to answer?
 015S= Not much
 016I=More than the usual time.
 017S=Yes
 018I= This portfolio is for self-evaluation, how are you able to compare it with other types of evaluation?
 019S=This one is easier.
 020I= Do you like the fact of doing a self-evaluation? The fact that you decide how much you know about a language.
 021S= yes
 022I=Do you like to know everything one needs to know to be a cook, as an example.
 023S= Yes, I want to be a cook.
 024I= Do you think that everyone should learn two languages besides de mother tongue? Or do you think that it is not necessary?
 025S=(inaudible) I think that all should. I think that learning languages help us to communicate better.
 026I=How does (the ELP) can help you learning different languages?
 027S= Stays silent, no response.
 028I= Good. Thank you. That is all I needed to ask you. Many thanks.

3rd interview with Trigo

001I: I have a few questions to ask you. The first one is I would like to know if you like the idea of having your own portfolio?
 002S= Yes, I like it very much.
 003I= Why do you like it.
 004S= Because in this way I am able to differentiate what I like and I don't like (regarding languages).
 005I= Tell me , what is the part you like the best of the portfolio? The assessment, the biography.
 006S= This one. (Shows the assessment questions)
 007I= Why do you like it?
 008S=I like answering and be able to know what I can do with a language.
 009I= Do you think this document was easy or difficult to answer?
 010S=Some were a little bit difficult.
 011I=Tell me which ones were difficult. Could you give me an example.
 012S=I do not remember. I did not understand what was the meaning of the questions.
 013I=Did you have to ask your teacher.
 014S= yes.

015I= The question of whether you write to a friend was it easy or difficult?
 No answer.
 016I= Tell me did it take you too much time to answer the portfolio or did you have enough time?
 017S= It was enough time.
 018I=How are you able to compare this portfolio with other forms of evaluation that your teacher does in class? Is it easier or difficult?
 019S=I do not know
 020I=Is this easier?
 021S=This is easier
 022I= do you like to do self evaluation?
 023S=Yes
 024I=Why do you like it?
 025S=I do not know. Always it has been this way.
 026I=Do you think that all the European citizens should learn two languages besides their mother tongue?
 027S=yes
 028I= Why?
 029S=Silence
 030I= Do you think that everyone should speak only one language?
 021S=I think that everyone should speak different languages.
 022I= I thank you for your answers.

4th interview with Clavel

001I= This is an interview and I start with the first question. Do you like to have your own portfolio?
 002S= Yes, I like it.
 003I=Why?
 004S= Because if someone asks you a question, then you can show him/her this.
 005I=Which is the part you like about the portfolio?
 006S=Everything
 007I= Everything? And what did you like the least?
 008S=I do not know.
 009I= Did you like answering the questions from the assessment?
 010S= The only thing I did not like was that there were some questions that I could not respond or when I did not want it to answer.
 011I= There were questions you did not want to answer , were they boring?
 012S=No
 013I=Were they easy?
 014S=Almost all were easy but some were difficult.
 015I=Tell me something. Did it take you too much time to answer the portfolio?
 016S= In some questions yes, but other ones no.
 017I=Tell me, how do you compare this evaluation to the one the teacher does in class?
 018S= If there is something that you truly do not like then you can write it in here and then not everyone will listen to it. (the confidentiality aspect)

019I=Do you like the idea of doing self-evaluation?
020S=yes
021I= Be able to write what you know.
022S= Yes
023I= Do you think that everyone in the world and Europe should study other languages in addition to the mother tongue?
024S=That everyone should speak other languages, not only the ones the can speak. They need to learn other languages to be able to find other easier jobs.
025I=What language do you speak best?
026S= Spanish
027I= Thank you for your answers.

5th interview with Jacinto

001I = There are five questions. I would like to know if you like to have your own portfolio?
002S= Yes
003I= Do you like all this?
004S= Not much, because I do not know its utility.
005I=Well, this is a document that helps you to understand how much you know about each language. (Then I switched into French so that the student can better understand me) The portfolio is like a passport where one shows all the places you have travelled.
006I= Tell me which is the part you have liked the best?
007S=Silence
008I= Did you like the assessment, the questions?
009S= This.
010I=Why
011S= Because this means to do too much (referring to the questions) and I do not understand the words.
012I=Do you think the questions were clear or a little bit difficult?
013S= A little bit difficult.
014I=Did it take you too much time to answer the portfolio? Or you had enough time
015S= Yes it was sufficient.
016I=Do you like the idea of self-evaluation and that you write what you have learned?
017S=Yes I like it. Silence.
018I= Do you thing that everyone should speak other languages besides the mother tongue.
019S= Yes
020I= Why?
021S= This way can communicate better.
022I=Thank you, that is all.
023S=Good bye.
Note: This interview was difficult because I do not think that Spanish was the language he spoke the best. I do not think he was able to understand all the questions. I had to speak French

Appendix H

ELP VIDEO OBSERVATION FROM THE INTERVIEWS

The video interviews are broken down into segments –video clips- in order to capture and analyze the collected data. Some video clips are broken down into five, three, two and one minute. I divide them when I identify a particular moment that was taken place. This analysis follows the “Guidelines for video research in Education” (Derry, 2007).

R=researcher

S=student.

Ss=students

Group interview # 1 (third graders)

Video clip 001: Third grade group of students. Researcher describes the sitting arrangement. SS are sitting in groups one of four and one group (girls) of three and one child (boy) by himself. Every s has their portfolio in front of them. The room is well lighted and everyone is sitting in their usual sit. There is one comment from a student who says the boys are more intelligent. R- asked the ss what they have learned about the portfolio. R- asks to raise their hands. Three children raise their hands. R-calls the students by their first name. One student responds nothing. All the classroom laughs.
(Time elapsed 5 minutes)

Video clip002: Student makes funny faces to the camera. This same student responds to the question. He is balancing his chair while speaking. Another s- raises his hand. S- plays with a pencil while answering the question. R- approves the ss response. R- questions for clarification. Third student (red shirt) looks shy and his voice is very soft when responding to the question about the portfolio. He pauses and becomes silent. One student interrupts him and gives him an incorrect answer. (Time elapsed 3 minutes).

Video clip 003: A fourth s- raises his hand and expresses that he has not learned anything. One student immediately contradicts him and does not let him finish his sentence. R- calls upon the class and tells that every opinion should be respected. The boys continued to bully the student and tell him all the things that they have been doing. One student uses a word ‘burro’ (donkey) a pejorative word. (Time elapsed 2 minutes)

Video clip 004: The s- who said before that he had not learned anything (video clip 003), raises his hand and says that it is not that what he meant to say but he wants to ask permission to go to another room. R- responds that he can go once the interview is finished. S-feels embarrassed from the other students' bullying. The other students keep looking at him. He scratches his neck and looks away from the table, towards the window. (Time elapsed 1 minute).

Video clip 005: R- asks the same question to the s who is sitting alone. He answers. The first student Diamante interrupts and adds some more information, feeling this time reassured of what he is saying. R- gives positive feedback to the answer. R- moves to the group of the girls group, but the boys interrupt again saying –They don't know anything. The girls are bullying. R- calls the attention to the group of boys. One girl hides underneath her table to avoid participating. One boy raises his hand and when he is trying to explain another classmate laughs. (Time elapsed 5 minutes). Analytical comment: R- is not able to control the students' behaviour when it comes to bullying and laughing.

Video clip 006: classroom teacher is back in the class and now she video tapes as R- walks around the classroom. R- is with one student and goes asks many questions to one student. Student remains silent despite the questions. He looks afraid of his classmates' behaviour. S- points out the difficult section of the ELP. S- speaks softly and R- asks other questions for clarification. I noticed that the bullying has stopped. (Time elapsed 3 minutes)

Video clip 007: One s- says that the girls have not said anything (interrupting). Another s- raises his hand and plays with a rubber band as he answers the questions. He is not standing still and bends his upper part of the body side ways. (Time elapsed 2 minutes).

Video clip 008: R- is with the student who sits alone. Long pauses before answering. He looks at the paper. He responds well to the questions. R- is kneeling at the same height as the student. S-has his hands full of ink. (Time elapsed 3 minutes)

II Part:

Video clip 009: Interview with the girls separately in a school corridor. The girls are smiling. The girl who answers the question about the portfolio is wearing a boy's football shirt. When R- asks another

question she looks at other girls. She plays with the elastic from the ELP folder. There are long pauses before answering. There is background noise that comes from the recreational area. The girl does not look confident about what she is saying. At the end s- expresses that she does not like the ELP. (Time elapsed 3 minutes)

Video clip 010: R asks another student about her portfolio. Each student is holding her portfolio. R-asks questions about her work with the ELP and how she learns languages. S- expresses that she does not like the ELP, especially the questions and she becomes silent. R-asks the student that if the teacher proposes the ELP if she will like it and she says no. Student looks very shy and speaks in a very soft voice. (Time elapsed 2 minutes)

Video clip 011: R- asks the same question about the ELP to the oldest girl. After a long pause, she expresses that she does not like her own picture and she does not like to be filmed. R-closes the camera immediately (Time elapsed 1 minute)

The concept of this table is taken from the Guidelines for video research in education (Edwards, 1993) quoted in Derry, 2007. It has been adapted for the purposes of this inquiry.

Aspect of transcript	Common options	Considerations
Spatial arrangement	The classroom sitting arrangement was suitable for a group interview. A different option could have a mixed group of children boys and girls together.	The sitting arrangement would not have helped to avoid the bullying that took place.
Notation of words	There were some words like: uh, uhm, and unfinished words. There were also	There were some pauses and it may be that not knowing enough the subject makes them feel uncertain about their answers.
Signalling uncertainty	There were some unclear words when some students interrupt others such in video clips 002, 003, 004, 005,007	I think that there were too many interruptions while the students were interviewed. The input was not a positive one because some students were harassing others.
Pauses	There is evidence of many long pauses such in video clips 002, 008, 009, 011. Video clip 006 s-remains	I interpret these pauses or silent moments as a reason to believe that the ss did not know enough information

	silent.	about the ELP.
Other things to consider	My two daughters ages (9) and (11) observe the interview video.	Both children thought that there was a behaviour problem. The students were not sitting still. They thought that children did not know the answers to the questions and therefore, were rocking their chairs, playing with a rubber band in their hands or the elastic of the folder, etc.

Group interview # 2 (sixth graders)

Video clip 011: R- starts telling the students the purpose of the interview and tells them not to feel embarrassed. Some students quiet the others with the (shshsh) sounds. Two students are smiling. One student decides upon the student who should start speaking. Then this student who has been elected by the group raises his hand and starts talking about the passport. R- responds, ok. Everyone listens. When R- asks if someone else wants to say something teacher interrupts and says the Portfolio you have worked with Fiona. Teacher is filming and R- is standing in front of the classroom. One student raises his hand. The sitting arrangement is a full circle. It was suitable for this type of interview. (Time elapsed five minutes).

Video clip 012: Student is giving information about the Portfolio and the meaning it has for him. Student has an accent when he speaks Spanish. R- approves the student's response. (Time elapsed 3 minutes).

Video clip 013: Ibis eremite speaks with a lot of confidence and uses his ELP as a support to explain the benefits that this document has for him. The portfolio is easy for him to handle despite that they are loose leaf pages. One observes that he likes to speak and share his experiences with the other classmates. R- prompts regarding his responses. R- when observing that the student is finishing his statement, immediately calls upon any other student who would like to participate.(Time elapsed 7 minutes).

Video clip 014: Diamante moteado, who is sitting at the other side of the room, raises his hand and starts explaining the meaning of the portfolio for him. R- kneels down to his height. Diamante moteado looks at his portfolio which it is stapled. Diamante moteado has a very

good command of the Spanish language. He is now making eye contact with R. He flips the pages of his portfolio and uses it as a tool for explaining his ideas. R- prompts him in some of his answers. R- asks if someone else wants to participate. Aguila starts talking, he is sitting next to diamante moteado. (Time elapsed 3 minutes).

Video clip 015: Aguila starts speaking about his portfolio. He is the youngest in the classroom (10 years old). He speaks Spanish with an accent. He also uses his portfolio to explain how beneficial this document has been for him. The portfolio document is stapled and he flips the pages to explain all the different sections. R- prompts on some of his answers. (Time elapsed 3 minutes)

Video clip 016: R- asks if someone else wants to add anything. Negrito who is sitting next to Aguila raises his hand. Observation: It seems that by raising the hand it is the only manner the students have earned the right to speak in class. R- Kneels to the height of the student. He makes eye contact with the researcher and speaks with self confidence. His desk is very neat. He has his pencil case next to him with all the school supplies. Negrito points out all the different points from the ELP in the context with his personal learning. R- prompts him with some of his answers. He answers the questions. R- asks if someone else wants to say something. (Time elapsed 4 minutes).

Video clip 017: Paloma decides to talk. She is a little bit shy. She talks about her portfolio. She also uses her portfolio and points out the different segments. She speaks slowly but with affirmation. R- prompts the student with other questions but only responds with short answers. R-then asks if someone else wants to participate. (Time elapsed 2 minutes).

Video clip 018: R-asks two girls who are sitting to the opposite side if they want to say something. They laugh. Cascanueces start to speak. She flips the pages as she talks about the portfolio. She smiles when she speaks. (Time elapsed 1 minute). R- asks if she wants to say something else and she says no.

Video clip 019: Suriri raises her hand and when R- acknowledges she starts to speak. She had some problems finding the words in the beginning but then she is able to speak without any hesitation. She speaks using her hands. She says that her opinions are the same as the rest of the group. R- prompts her in some of her answers and asks Suriri if she wants to add something else and she says no. At that moment Ibis eremite raises his hand. (Time elapsed 2 minutes).

Video clip 020: Ibis eremite wants to speak more about the portfolio. He is very talkative. He wants to add information about his language learning. He seems very enthusiastic when he talks. He uses his hands when speaking.

Despite that some Spanish words are not correct, he speaks with affirmation. R- asks if someone else wants to add something. (Time elapsed 2 minutes).

Video clip 021: Negrito raises his hand and continues to speak about his language learning experiences. He speaks with confidence about all the languages they as students are able to speak and makes comparison between the languages other classmates are able to speak. Then Diamante moteado raises his hand. (Time elapsed 1 minute).

Video clip 022: Diamante moteado gives the same opinion about the benefit that students have for learning the languages. He feels at ease when speaking because he is talking about his personal opinion about whether he will recommend the ELP to other students. He makes eye contact with R. (Time elapsed 1 minute).

Video clip 023: R- asks if someone wants to add something else. Ibis eremite wants to say something. He explains how the ELP can help his brother with his learning. He speaks in a relax tone and likes very much to participate. All the other students are attentive. (Time elapsed 2 minutes).

Video clip 024: R- asks if someone wants to say something regarding the portfolio. Then Nicolas raises his hand and speaks. Several students raised their hands. R- gives the turn to Suiriri and she says explains how the portfolio could help others. R- gives now the turn to Negrito and he explains the additional benefits of the portfolio. Then, Suiriri, raises her hand and says that she agrees with Negrito's opinions. The students are attentive to what their classmates have to say. (Time elapsed 3 minutes)

Video clip 025: R- after asking twice if some one wants to say something. They smile. There is a pause and then R feels there is nothing else the students want to say. She thanks the students for their participation (Time elapsed 2 minutes).

Aspect of transcript	Common options	Considerations
Spatial arrangement	The classroom sitting arrangement was suitable for a group interview. They are sitting in a full circle. This arrangement was done already before I came to the class. It was not the same arrangement as when the administration of the ELP took place. One observation is that boys were sitting on one side of the classroom then there was a row of girls and the last student was ibis eremite.	I think that I would have asked the students to sit in a different seat to see if the change in the environment will make them participate more.

Notation of words	There were some words which were not correct in the Spanish language. Some of the words were borrowed from the French language. No correction was made either from the teacher, another student or myself. The objective was to let the student express himself.	It was surprising to see that at this age/grade level there is not mocking from the part of the student. Examples of these words or incorrect use of the words were: <i>ameliorar</i> , <i>un poco malo</i> , <i>le aprendo a leer.</i> , <i>que sabe hablar</i> , etc.
Signalling uncertainty	There was not any uncertainty in the speech. The communication was very clear as the other students listen attentively.	
Pauses	There is not any significant pause. The students even give their opinions and express how similar they to what other have said.	
Other things to consider	My two daughters ages (9) and (11) observe the interview video.	My two daughters thought that the second group was well behaved and that children were able to respond to the questions.

Appendix I

Transcript from the interview to M: (Thursday 07-02-2008)

001 I: According to my notes of 2003. October 2003. When we met last time, I recalled that it was the beginning of the ELP of the portfolio, and not much have been done. So my very first question is has the Flemish Ministry of Education adopted any policies towards the use of the ELP or the competencies for evaluation of the common references, in terms what are going to do with this.

002 M: One of the big issues in the policy is languages for the moment. We are revising the final objectives for all levels concerning mother languages. And one of the assignments was to link the final objectives to the European Framework. So we have done the exercise. But now we are revising those final objectives. So we are making the exercise again, to see in what level the final objectives are situated. . So it is an important issue. So now it will be possible to (ahm) promote the ELP because we can link it to the national curriculum, and in the past there was not an interest from the teachers' side because they felt it was something extra. They would loose time and put a lot of energy in something that wasn't parallel to the curriculum. But now you can say it isn't parallel to the curriculum. It can be integrated into the curriculum if you want to. So it would be easier to promote, to stimulate.

003 I: For example what are the things you are doing to make the link because it should not be that easier? To say this is my curriculum and to say this is the level A1, level. etc:

004 M: We have asked the help of the researchers from the University of Leuven and they checked the exercises we have done.

005 I: Ah! Okay. So, do you mean... what brought this change? We know that there is a difficulty about language policies. It was not a priority at that time (referring to our last interview). What has happened now?

006 M: It is a priority now. The knowledge of the existence of the European framework. Secondly the European Commission has given recommendations by key competences. They are suggesting in their official documents one should learn two languages. I do not how to say it in English. Extra. You have your mother languages and you two...(explaining new changes)

007 I: (interrupting) Two foreign languages.

008 M: Two foreign languages for each citizen. They were a lot of complains from the media, from the knowledge of French for example. Since the Flemish community and the French speaking community are a little bit separated, we have more autonomy. The contacts are (problems within the

two communities) fading away. So, our children, our youngsters do not have a lot of contact anymore with the French speaking persons. The songs, the films, all of the culture of the youngsters are Anglo-Saxon and not French. They are not motivated to learn French, so the results are not good and the teachers are complaining. And you have such things in the media, in the newspapers, that says they can't speak French anymore; they can write anymore, they can't do that. So I saw the policies measures of the European Union. The works of the European Council and the emotions of people as such have driven into the decision to revise the final objectives and modern languages.(reasons for linking the CEFR to the curriculum) Then the law was changed for the primary schools now foreign languages are obliged. It is a new law. It is already implemented. That in the third grade of primary schools. That means children from 10 to 12 years are obliged to learn French.

009 I: from third grade.

010 M: That it is the first change. (referring to the institutional changes in the curriculum) The second change but it not yet in the law, but we are working on the content, is that in technical education, just one foreign language was obliged. In the second and third grade. Secondary education have three grades existing of two years; The first grade the students from 12 to 14 years old. Then they have a basic education. Two languages are obliged French and English.

011 I: That is for the classical secondary high school.

012 M: no, no. The first grade is common for all pupils.

013 I: For all the pupils, technical, vocational.

014 M: and they are no....They can choose optional some hours. Some choose Latin. That is more general education, later on. Some other choose science, hours of science. They have four or five hours. They can choose. They can take an option .But the first grade is common. It is in the second grade. Then you can choose which direction they take, and then you can. Go into general education. That is in second and third grade. You can go to technical education, that is also second, and third grade and you have vocational, second and third grade. In general education, second and third grade, two languages were obliged. In technical education (in the basic education) just one and the vocational education, none.

015 I: And now all of that is changing.

016 M: That is all changing. In the technical education it will also be two languages and in the vocational education one modern language will be obliged (I think she meant to say one foreign language) and they can choose. In general is French and English or German. They can take German also in the third grade. In the technical education it will be French and

English and in vocational French or English they can choose depending in the context. When you live in a totally Dutch region, most of them will choose English, I supposed. When you live in the neighbouring of Brussels you choose probably French. It isn't sure for the moment who has the choice, the school or the pupil. But the government says it is not our task to choose which of them. But the job now that we are making the final objectives for that new subjects in the vocational education. And we are adjusting all the others. Because if you have the obligation in primary to learn French. Now it is just a formal question because in the past 59 % of the schools from primary education offered French in the third grade. It is not a big change. But it is a big change for the final objectives of secondary education. Because the first grade, the final objectives did not take into account the French they have learned in the primary school. So we started with the primary school and secondary education totally revision of all final objectives. And then we have decided if we revised in a way, we should link the level of the final objectives to the level of the European framework.

017 I: So there will be a link between what kids are learning in the primary school to what the children in secondary school are learning? So there is a link between them and the common Framework of reference.

018 M: Yes. And we check. We use the Common European Framework of reference for evaluating our objectives. We are now making. It is not the fact if a pupil acquires the final objectives, he will have such and such level that is not our goal. Our goal is to know in which level are those final objectives situated. Because the final objectives are more things that in the European Framework. And all the final objectives together do not cover the level of the European Framework. It is just to know on which level are we working.

019 I: Okay. It is not eliminating some of the objectives that already exist in the curriculum but more or less like adapting them, like finding out from what you teach what level what it will be with the Common Framework of Reference. But if I understand correctly the curriculum might have higher levels than the CEF because that it to test foreign languages. But in here perhaps the fact that they are listening to the language. It is not French, for many is not like listening to a foreign language. It is a language more....

020 M: It is more difficult than that because the government lies down the core curriculum and then you have school networks, got community network, the network of the provinces. They make a curriculum plans, I do not know the word in English. They make the final objectives more concrete. Spread them out. Make all things...no, no

021 I: They make curriculum adaptations to what they are living in their local schools.

022 M: The teachers do not use mostly, don't use the final objectives. They use the school plans, objectives. They are allowed to add objectives, and

they do. They are the school plan objectives from the networks. Also the school and the core curriculum is the absolute minimum. That it is required for all pupils in all Flanders. They have to work first on that and if that is acquired they can work on everything they want.

023 I: Because they have this freedom, this curriculum freedom. But they have to fill up the state requirements that they have..

024 M: There is a core that has to be... And there is a tradition of freedom of education in Belgium and also in Flanders. The government has to be careful because they are very keen on that.. The government only can ,ahm) can only lay down what needs to be down but not how. The pedagogical freedom is total. The content there is a core content but they way that they are acquired the core content is free. Also the use of textbooks and learning, means to learn, learning material is free and in the hands of the publishers. So, that is one of the problems with the language portfolio.

025 I: You can not impose it to the teachers.

026 M: We can promote but never impose it and we can promoted but never impose it.

027 I: Okay. This leads me to the second question which is the view for example which is the view of the Council of Europe towards the management of this project by the Flemish Ministry of Education which I think you have answered in a certain way. But I would like to ask more, are they requiring more besides the fact that you go, and attend to these conferences. Is the Council of Europe telling what is it that you are doing? Do they want accountability of the actions?

028 M: It depends on which actions. For example I am the contact person . I go to the conferences and received all the material but the rest everything is up to the government. It is a little bit difficult in that way. You have a pilot version of the portfolio. I elaborated that to implement it. The criteria of the validation. You have very severe rules. I send it in and it wasn't validated.(non-validation of the ELP) For the moment I do not have the time to write it again. It is a little bit.. It is not a priority in our government. It is not a priority of the Ministry. I am a civil servant. I have to do my other work first. For the moment with the revision of all other objectives, I just do not have the time. But the rules of the validation committee are very severe. In some points they were right. They make the remark. There is an anecdote. I was very devastated about that. They give at the conference and it was in the website all sort of documents we can use. Since the language portfolio started with the European Framework then the added learning to learn, and they added intercultural competences. And they add things every year. So I was working with intercultural Competences and I used in the portfolio I send it documents they gave me and then they the evaluation committee said it was not good. There was a slight problem. I was very angry. I thought if all

documents I can't use then what do I have to do? It is human and it is understandable. You have those people who make service document for the government but if they don't sit in the evaluation committee. And if the evaluation committee. I had a lot of trouble in my work because it was not validated I failed. And I have problems, so I am not very eager to start again.

029 I: I can understand that. And that is the pilot project that you did with Mr. Van Haute. H-A_U-T-E

030 M: He did a pilot version because the pilot version was validated in 2001, in the European Year of the Languages here in Brussels. It was the policy of Minister Daniel. Another Minister than what is now. It was the year of the Languages. And Belgium had the presidency of the European Union. It was a beautiful thing to do, to make a pilot version, and give them to the firstest (not understandable) to the European countries to close the conference in the year of languages. But then the policy and the practice lost interest.

031 I: Uhum Did they had an effect a greater effect..;

032 M: And in the French Community the Minister had a big interest. They have validated portfolios. But now the interest could increase because of the linking of the final objectives to the framework. I am planning to have a meeting in two months, I think, with the publishers. And try to see if they have an interest. But it is not possible to ask them because the interest of the publishers is to sell their books and the teachers run the books. But now it is important because the final objectives are included. I will see what the publisher will say.

033 I: In one of the documents that was your name on it. Also it was his name also.

034 M: It could be. There was a survey to check the reception of the ELP from those who did the pilot version. I think he was a researcher and reported about the survey. He was lucky. It was the only time he worked for us. He was engaged for six months

035 I: And the copy of that survey is it possible to have it, to see what did he find.

036 M: yes I think I have a copy in English. (She is looking for the copy). So after 2001, after the pilot period was finished I made together with the researcher. And that's all.

037 I: I laughed.

038 M: Together, We have made a survey. And the outcome of the survey was not that positive. They way people think about the language portfolio. there is a version that does not exist in English only in Dutch and is in the website. Maybe it is easier if I printed. (She goes away)

039 M: I have some extras. I will make a room for other things.

040 I: You have change office.

041 M : I do not know. Time is going so fast. There are not many conferences anymore. There is still a website. The annual conference is not taking place . One of the leading figures Johanna Panthier, is occupied with other project the citizenship. The validation committee still exist.

042 I: laughing.

043 M: I am looking at it. From 2003-2004 nothing has been done. A lot has happened since them. It is my Waterloo. The final report (looking at the computer) I will print that.

044 I: Thank you very much. This brings me I think you have answered to a certain extent the question number three are there any plans in the future to promote the use of this document. In the sense, only the CEF or also the ELP and once you have finished linking all the objectives, which is the next step for promoting?

045 M: Promotion of the European framework will depend on what is decided by other groups than me. There is a language group, very close to the Minister. And there are already options made in order to promote the European framework. I am making plans to talk to the publishers. If they can take the burden of me of creating a portfolio. I can advice. I will talk to the publishers.

046 I: Like other countries have done, for example England gave it to CILT.

047 M: It will be appropriate for it is to narrow for our region. I The combination of learning material and policy. It will be better. I will try to convince teachers' trainers, academic professors, teachers, groups of teachers to develop a European portfolio. And they all like the European framework. They like a lot the concept of a language portfolio , but they refuse to accept the rigid validation rules. They think is too rigid. They want the freedom to make a language portfolio and adapted to their context and if they adapted to their concept then there is not possible to validate anymore. They are used to a lot of freedom. And they refuse to adapt to the rules of the validation.

048 I: They take the theory that is behind but they themselves they want to promote something that comes from their own necessities. (portfolio that responds to their necessities)

049 M: Their own needs. They appreciate the levels and the description of the levels in the European framework and the concept of the portfolio. But they want to put it that way together as they like. For example I had negotiations with a school in Antwerp and it was for French. The problem is that they want to use it for one language, the problematic language, is

French. So if you try for things like bilingualism ahm, imported with bilingualism in the titles as asked by the validation committee, they will not do that. Because they do not want to promote the language which is French. So they like the concepts of the framework and the portfolio but they want to use in their own way. (curricular freedom)

050 I: But in Antwerp that is French the foreign language but they do not want to acknowledge all the foreign languages around. (cultural factor)

051 M: No. They won't use to the function of the needs in their classroom. They students are not motivated to learn French. As I said youngsters are not motivated to learn French. They have an English environment and English culture. And they have to be motivated to learn French. And they will like to use a portfolio with levels to follow up. (cultural factor)

052 I: If they had a Flemish model, do you think that they will be using it, making their own adaptations one model has been validated. Let's see if you have a model that has been validated. And then you tell them okay you can use this and then you can adapt it to your own needs, to your own needs. Do you think the refusal will still be there?

053 M: There is a gap between the can do statements and the classroom practice. The teacher still needs to make...the, the

054 I: the connection.

055 M: The connection between. I tried it out. One of the statements from the inspectorate was the gap between primary and secondary was too big, especially for French. I thought now I size the moon, talk of language portfolio to pupils from 10 to 14 and to close the gap, to bridge the gap. And I have working agreements with the school, that school in Antwerp with primary and secondary, first grade secondary education. It did not work. I had five or six meetings with them. They were not able to produce the material, so I produce the material for trying it out and they did not try it out. One of the teachers says now I will have to change my whole practice my way of teaching. It is not another way of teaching but another way of classroom practice. I meet some material on the basis for example the Italian language portfolio for primary. There were examples of tasks. They even weren't able to think out certain tasks to practice I can do statements. I was very devastated when I saw this. The gap between the I can do statements and the real classroom practice was too big for them. (lack of interest and the gap of the curriculum and the CEFR)

056 I: For example what are the comments that they have given to you as what is the gap?

057 M: I do not got it in writing. What I am saying now it is very sensitive. It is not very friendly. It is not a very positive attitude. So those things I did not put it in writing. (cultural factor) I am the government. I was doing things

that the government in Flanders does not do. So I have to be very careful. They were not able to make things that they are happy with.(cultural factor)

058 I: This brings me to the next question. Do you think that the portfolio or the common framework of reference have a chance to survive in Brussels? Are you proposing this? You are linking the objectives. But this has to go out. Just by the fact that this (CEF can do statements) has a link to the curriculum? Do you think that this has a probability to survive for the near future or for the long time future?

059 M: The common framework yes, certainly. I am very sure of that. It certainly be very good to adapt it. But the portfolio I doubt it. The portfolio will be, will survive as far if it exists in Flanders. It does not exist yet in Flanders. It will survive in a multilingual environment. I receive a request from a multilingual two years ago they asked me to give them to do a presentation. I spent all the afternoon there. They are making a new curriculum for languages, for the exams they take. Now I received two days ago from one of the teachers that they want to work with the portfolio. Can I get them by you or do we buy them at each separately country. I invited him to come here and to look all the portfolios I have because as a contact person they send me each validated portfolio so that he can see what he can use and ordered in the country itself; But more I can't do.

060 I: Do you mind if I can get in contact with this person. Because there is something we can do. I would like to know why he is interested. Because I would like to know why the portfolio is not using. Why are they using. How they became in contact.

061 M: What model are they using? The French model.

062 I: I do not know. I have the meeting this coming Tuesday. Actually it took time before I reach

063: M: Is it a French speaking school or Dutch speaking school.

064: I: I haven't touched the French section. But the majority of the schools said that they did not have any idea. But it seems that they are involved in other projects. They told me about a language project Tableid. Things that ... Because one of the problems that they have is that they have many, many French speaking students and they are really bombarded in the way they do not know what to do. We are facing this problem. Because they actually do not know any Dutch. And for example in the school where I applied the portfolio. Also another teacher used (it) I am still they are using with a group of women and I need to find out if they are using it and if they are successful. Because the next meeting this Tuesday are with these teachers in Anderlecht it seems that they have started using it but I have the feeling that it is not longer. Then I want to know why, why not. Because one can use, one is not necessary obliged to use the model of your country. You can use the model from the country where you are using the language.

Then I will like to meet him. Can I tell him that you gave me his e-mail address? He is the language teacher.

065: M: Yes he is from the primary school. They have nine language sections. Then he is interested in English, Dutch, Finish, French, Estonian and Latvia. The language portfolio should be in your own language.

066 I: Perhaps we have to contact each and every section. I have contact with this person. Mr. Xxx, perhaps he is able to send me the copies. Then I can just give it to him. But I would like to interview him and find out what has motivated him. What I want to know is what motivated him. This leads me to question number 5. I have done this survey and most schools do not know anything. Do you know what might be the reasons? And ahm.

067 M: One of the reasons is that government can not promote language portfolio. For all the reasons I mentioned but those who can are not. All the pedagogical advisers are not. That is the work of the pedagogical advisers. Each school network gets money to hire pedagogical advisers. And if they do not pick up that subject, then is not working. (lack of interest to promote the ELP)

068 I: Are the pedagogical advisers who are hired to present the ideas that are developing.

069 M: That could be one of the tasks. Their tasks are to support the teachers at the schools. They can develop new things. They are independent and they belong to school network. The government just gives money to pay them but the task is defined by the school network. Do you understand?

070 I: No (We start laughing)

071 M: I have a problem with communication.

(Tape finishes)

Discussion about differences in the language with little differences between how the Dutch speak and how the Flemish speak. Afterwards we re-take the subject of portfolio.

072 M: In 1989 the education was federalized that the Flemish speaking community and the French speaking community became autonomous concerning education and we went different ways in organizing things.(division between the two communities) Before this time we had inspectorates, and the inspectorate did three things. Developed the curricula, control the curricula quality, control the quality of the teachers the quality of the schools, and grade the teachers. Now when the federalization happens the Flemish thought those three things contradict, they do all. That is not good. You are acting and control.

073 I: To be the actor and the judge.

074 M: That should be separated. The French speaking community stayed that way. The inspectorate does everything: develop the curricula, control the curricula and grade the teachers. But we did one organization is the inspectorate and the only thing they have to do is to control. They go to the schools and control the quality of the teaching. The second organisation was the department for educational development that are we. We are making the final objectives, the competencies that have to be taught . We exchange names and nowadays we are called the curriculum division. And the third party are those who have to write and support teachers at school. But the networks are very powerful and said the guidance have to be situated at school. Because we have a catholic network and you have a neutral network. They did not want the same guidance. The catholic network wanted inspired guidelines for their teachers and the neutral network, said no.

075 I: We want something civic. Separation of State and Church.

076M: Separation of State and Church, so that we are neutral. We should have pedagogical advisers who are neutral. So that is one of the political reasons that the guidance of the Teachers and schools came into the hands of the school networks. So the government faced with that but have nothing of instructions to these people. You see.

077I: So this is the way to do some balance and control.

078M: Yes

079I: The one who control sometimes meets with the one that is doing guidance. So to have a system that is equivalent. So that one does not over power the other.

080M: Yes;

081I: And these pedagogical advisers, these teachers. It is called teachers' network; these are people who are in a network, they communicate among themselves.

082M: Yes they are very (not understanding well the next word) cool. (?)

083I: laughing.

084M: The catholic networks are very powerful because 75% of the pupils go to the catholic networks and 25 % of the pupils are divided between two other official networks. Education is as complicated as the country.

085I: Laughing. I think this leads me to the last question. Are the schools under the pressure to implement other educational projects that they will give them an immediate academic award. Because I had the impression

that by talking to people on the line, I had the impression that they had other projects going on. That they had all the tasks. Do they have to fill up projects or curriculum

086M: All the obligations for schools and teachers is the core curriculum final objectives. If they are projects that started by the government or the Education Ministry, it is always free to sign in.

087I: But for example as a director of a school, do I have a need to apply for certain projects that will bring me an income to the school. For example I can choose this project because it will give me an academic award,

088M: No. They are free to sign in.

089I: For example as a director of a school do I have for example applied to certain projects that will give me an income to the school. That for example I can choose this project because it will give me an academic award or it will give me. Because aren't the schools measure based on the quality of the students. No?

090M: No it does not happen that way.

091I: Doesn't happen that way. For example the State does not give more money for example to those schools their scores are better in standardize tests; government

092M: We do not have standardized tests. We do not have standardized tests whatsoever.

093I: No? When children decide to go to vocational, technical do they have to pass a test for that?

094M: Testing is the competency of schools and teachers. You go to primary school and at the end of primary . The schools organize themselves for exams, they are not obliged. Exams are not obliged to organize. You can give marks of them permanently. There is no obligation to organize exams. The pupil gets a certificate that he passed and then he passed. Then one can go to secondary education. Some schools two times. . In Christmas and in June. Other schools three times with Christmas, Eastern and June. But it is their own choice. And they go to the university. At the university there are no entrance exam except for medicine and the person who takes care of your teeth;

095I: A dentist.

096M: A dentist. Now since a couple of years the department is organizing periodic surveys. But the result of those periodic surveys is not related to individual pupils but to the schools and to (ahm) the final objectives. It is to

check if the final objectives are met and to evaluate the final objectives. Maybe it is too difficult to observe a group of pupils. It is an evaluation on system level. Schools get the result and get also the average results with the comparable population. The survey is just a systematic level to check the quality of the final objectives so all the evaluation is in the hands of the school.

097I: But for example in the States that certain states basically not all the schools receive a certain type of budget it depends on the quality of the education.

098M: There is a good examples, three years ago. There is a criteria made. For example those schools who have parents with social low background or single parent families.

099I: Low income families.

100M: If you have a certain amount of these children you get extra money. Not extra money but extra hours. These schools do not get extra money not in the form of money but extra hours. You can hire extra teachers to get care of these pupils. Then you can do a self evaluation and if that self evaluation is well done then you can get the first three years help and if you continue having these sorts of pupils then you can get an extra help for another three years.

101I: Yes, because when I spoke to the schools they were not involved in the ELP but in other projects.

102M: Yes, you have Cominius, Erasmus. But it has nothing to do with us. Somebody here in the building co-ordinates that. It is not organize by the government these are European projects. You can get a project about a culture and you can get money from the government.

103I: I think this is a way for schools do become attractive. Some of these projects if it allows the school to travel and there are rewards and humans beings like to have regards. So for linking the Common Framework of Reference linking to the Curriculum what else are you going to do for promoting? Are you going to do conferences, teacher trainings,?

104M: Teacher training is not done by us. They are organized by the university.

105I: If I understand correctly you give the final objectives but you do not have communication between primary and secondary university.

106M: Also universities are completely autonomous. If you have questions about our system you can look in a web site which is about Education in Flanders.

107I: If I am a director of a school here in Flanders, then who provides me the copies, who provide me the information.

108M: They can ask information from the pedagogical advisers. They get a lot of questions. There are directors who are able to get to me. I tell them what is the website.

109I: I see. So they themselves will have to really be able to develop themselves if they want to use this. Do you get enough contacts from the universities or teachers trainers that are interested in using this.

110M: There is the University of Leuven who became interested. (Difficult to hear). They ask students to write a paper about the ELP and most did not do it. And one student wrote about it and it was very negative. It was typically of a student of twenty years who thinks a lot about himself. (cultural factor)

111I: egocentric.

112M: Not egocentric. To be conscious about his own importance and thinks he knows best. Typically for a twenty year old but in fact does not anything about it. And then give your opinion. The professor sends it to me, so to tease me. You governmental body, look what they think about you. But that is the mentality here in Flanders. I always think and I am not the one. There is a mentality in Flanders very antigovernmental, very anti-authority. That is part of our history. We are occupied in our country by other people, other culture, and other languages. The domination of the French language in Flanders 67 years ago, so it is still there. So my parents remembered. The elite spoke French. Now we are calmed. We are culturally and education autonomous and it is not necessary anymore. But the mentality is still there. (cultural and historical factor) Everything that comes from the government is automatically bad. (Laughing). But the spirit of the paper slapped on the face. So please do not ask me about universities. (laughing) I had enough.

113I: I just want to thank you for your time.

May 28th 2008 Telephone interview with M for some clarification points.

Summary of the interview:

001 F: I have asked this person if the disapproval for the Flemish ELP had to do with the use of only one language and the missing logo from the ELP submitted draft.

002 M: It was lack of time that I did not put the heading in other languages. It was too complicated doing it in word document. S/he added that all s/he did all the work alone and was under time pressure. 'It was extra work, besides my work'

003 F: Did you already know that the French were only using one language?

004 M: Yes I knew that and also I know that the Russian model has only one language, as we get the copies of all validated models. Therefore, I thought it was that important.

005 F: Why did you not included the Council of Europe logo?

006 M: The copy I sent to them it has the logo of the Council of Europe but all the printed versions can not have the logo because it was not approved.

007 F: Who is the author of the Belgian ELP survey?

008 M: Paet Van Haute

009 F: What about the intercultural competences which you did not include in the ELP and it is also the reason for its disapproval.

010 M: Very annoying fact. I had to fill in the intercultural competences, as an example. Then they (referring to the EC validation committee) had a remark that it was too much. David Little had wrote all sorts of intercultural competences in our context. But they told that it was too language related . It was a demotivating experience. David Little does not sit in this committee and consequently there is no uniformity in the judgments. I think for a portfolio to become approved it depends very much in the social condition. For example the Russian ELP was missing the other language and yet it was approved because it was submitted by the head of the university and he has powerful friends. It is power politics.

011 F: Did you write something to this committee.

012 M: I did not write back because I thought about talking to them. It was not totally fair the question of multilingualism. When I talked to them they admitted they had made a mistake about intercultural competences.

013 F: How did you manage to put the ELP model together?

014 M: It was a lot of work. The pilot version, the year of the languages. I tried to get help from all sorts of groups but they simply were not interested. The pedagogical advisers said we do not have time to do this. Then I tried with some teachers and I made some model for primary education, but they said 'we have to change our way of teaching' . I think we need to change our mentality.

015 F: Would you have included the French language in your ELP?

016 M: Yes I would have include it. I wanted to coordinate the creation of the ELP with the French Ministry of Education. I was in contact with inspector Samblanc. Then he went to get the permission in order to work together but the authorities said no.

017 F: I want to thank you for your time.

018 M: I want to thank you for your interest.

Appendix J

Interview notes from the meeting with teacher N at an international school in Brussels;

Date: Friday 22nd of February , 2008

N is a letter I have chosen to refer to this teacher from the international school. This person who I met at the school and was interested in using the portfolio. This teacher learned about the use of the portfolio when he was searching new assessments forms in the internet. S/he teaches English as a second language to different multilingual groups.

This teacher asked me to explain him/her what information I knew about the portfolio. I gave him a brief explanation of the portfolio content. He interrupted me once asking me how will s/he be able to get the different language models to give to his students as he has learned from the literature that the learner has to fill up the portfolio in his/her own language.

I responded that applying a portfolio to a multilingual group was a difficult if not an impossible activity as not one language model follows the same structure as another model. In addition how will s/he be able to help a student with a question about the portfolio if s/he is not able to understand the language in which the portfolio is written.

This teacher foresees two technical problems for the ELP application. Firstly some of the students groups do not have the basic language level for the A1 scale. Some of the students coming from the East of Europe do not have the basic foreign language knowledge and s/he has to teach very basic items. In addition this teacher does not have the pedagogical support from someone who speaks the students' mother language. Secondly, s/he has some groups of children whose mother language does not have a validated model. Thus applying the ELP will not be possible.

This teacher was also concerned with the fact that who will be paying for the copies of the portfolio. I told him that he will have to ask the school to subsidise the copies. Thus I have the impression that it meant for this teacher a lot of work without any pedagogical support.

Appendix K

Interview notes from a telephone interview I had with the coordinator of the Spanish section at the Foyer Bicultural Project. (15-05-2008).

I= Interviewer

R= is the Spanish coordinator, also known as T-05.

I-Yo quisiera saber cual es tu opinión sobre el Proyecto Foyer en general en cuanto a sus objetivos, las experiencias que esta viviendo, y su futuro?

R-Estoy convencida de que lo que nosotros hacemos, es más que enseñar idiomas como muchas personas lo creen equivocadamente. Ahora que he tenido la entrevista con la inspectora del proyecto, le he explicado que nosotros no nos limitamos a dar clases pero que mas bien ayudamos a las personas a crear su identidad, le ayudamos a hacer un enlace con país de origen, apoyo a los ilegales, servimos de mediadores, pedagogos y psicólogos.

I-Yo quisiera saber cual ha sido la causa de las inspecciones que ha tenido el proyecto?

R-El Ministro de Educación que tenemos ahorita no entiende de los objetivos de nuestro proyecto. En el cual le enseñamos a los niños a integrarse a su nuevo país, a que sean ciudadanos de aquí y del mundo. Que no hay proyectos alternativos que puedan hacer nuestro trabajo. El Ministro prefiere que todo sea en neerlandés. Lo bueno es que la inspectora que vino para evaluar el proyecto se fue muy satisfecha ya que comprobó que los niños a nivel de secundaria son capaces de hablar el neerlandés y que tienen mejores notas que los niños que son autóctonos. Lo que sucede es que ella solo puede escribir su reporte y no tiene ninguna influencia en lo que los políticos vayan a decidir.

I-Y tú que crees que pueda pasar con el proyecto?

R-Fíjate que lo que me contó una señora venezolana tiene mucho significado para mí. Pues ella me pregunto cuando es que la inspectora les iba a preguntar su opinión en cuanto al proyecto. Esta pregunta por parte de un padre de familia me dejo sorprendida. Pues creo que en realidad son los padres los que tienen una ingerencia en lo que pueda pasar con el proyecto. Yo creo que el proyecto va a seguir siempre andando. Pues esto me recuerda que hace cuatro anos cuando los padres tenían que acampar para poder tener una plaza en el colegio, necesitamos tener la información de ellos con anterioridad para poder matricularlos. Entonces hicimos pasar la voz y los padres se empezaron a movilizar para poder tener su plaza asegurada. Ahora con la ayuda de ellos hemos logrado conseguir que los niños que están en el párvulo puedan pasar directamente a primer grado sin tener que acampar afuera.

I-Dime una cosa en cuanto a los servicios de 'Studie' que los niños reciben y las clases de neerlandés para los padres quien lo proporciona.

R-Somos nosotros quien damos las clases de neerlandés para los niños de 1ro y 2do grado. Les damos una atención personalizada pues por lo general son 16 niños y no todos vienen a la vez. Entonces mi colega se encarga de revisarles la agenda y ver que han tenido como tarea. En el caso de los padres, les hemos pedido que se matriculen a sus cursos a través del programa de La Casa del Neerlandés y así un padre puede escoger el día que mejor le conviene estudiarlo y en el sector donde vive.

I-Esas eran todas mis preguntas. Muchísimas gracias por tu tiempo.

R-A ti.

The text below are the corrections from the above interview and they were made by the interviewee (coordinator of the Foyer Project). These changes are highlighted. (15-05-2008).

I- Yo quisiera saber cual es tu opinión sobre el Proyecto Foyer en general en cuanto a sus objetivos, las experiencias que esta viviendo, y su futuro?

R-Estoy convencida de que lo que nosotros hacemos, es más que enseñar idiomas como muchas personas lo creen equivocadamente. Ahora que he tenido la entrevista con la inspectora del proyecto, le he explicado que nosotros no nos limitamos a dar clases pero que también ayudamos a los niños a reforzar su identidad en caso de que sean niños "recien llegados". También les explicamos que con el paso de los años y dentro de su proceso de integración ellos llegarán a "recrear" su identidad cosa de la cual no deben tener temor ni avergonzarse. Nuestro trabajo no sólo enfoca el trabajo con los niños pero también el de con los padres: muchas de las familias son ilegales. En otras palabras no solo asesoramus a los padres desde un punto de vista pedagógico (ayuda a sus hijos en el ambito escolar) sino que también los asesoramus en su proceso de integración: les brindamos información (les damos info sobre las instancias que los pueden ayudar en el aspecto psicológico, jurídico, salud, etc). Servimos de mediadores, de traductores.

Fiona, no hay que olvidar que este comentario está relacionado al público sudamericano. NO hay que olvidar que tenemos también en nuestros proyectos familias de origen español que llevan muchos años en Bélgica ((muchos padres de nuestros niños en el proyecto nacieron aquí y se han criado aquí (hacen parte de la tercera o cuarta generación)) y que por consecuente no necesitan la misma ayuda y asesoramiento que las familias sudamericanas.

I- Yo quisiera saber cual ha sido la causa de las inspecciones que ha tenido el proyecto?

Introduciría mi respuesta de esta manera: El actual ministro de educación considera la enseñanza del neerlandés como el principal objetivo dentro de su mandato. El considera que la enseñanza de otros idiomas (en nuestro caso la lengua materna) pueden interferir en el proceso de aprendizaje del neerlandés. Como tú bien sabes este pensamiento no es fundado y hay muchos estudios antropológicos que demuestran lo contrario.

Para la siguiente frase, introduciría lo siguiente: al parecer el ministro desconoce que en nuestros proyectos enseñamos a los niños a integrarse a su nuevo país, a que sean ciudadanos de aquí y del mundo. Nos alegra que nos vengan a inspeccionar ya que gracias al informe de la inspectora el ministro estará al tanto de nuestros trabajo!!!

Lo bueno es que la inspectora que vino para evaluar el proyecto se fue muy satisfecha ya que comprobó que los niños a nivel de secundaria son capaces de hablar el neerlandés y que tienen mejores notas que los niños alocutonos que nunca tuvieron la oportunidad de seguir un proyecto bicultural. Lo que sucede es que ella solo puede escribir su informe y no tiene ninguna influencia en lo que los políticos vayan a decidir.

I- Y tú que crees que pueda pasar con el proyecto?

R-Fíjate que lo que me contó una señora venezolana tiene mucho significado para mí. Pues ella me preguntó cuando es que la inspectora les iba a preguntar su opinión en cuanto al proyecto. Esta pregunta por parte de un padre de familia me dejó sorprendida. Pues creo que en realidad son los padres los que tienen una ingerencia en lo que pueda pasar con el proyecto. Yo creo que el proyecto va a seguir siempre andando. Pues esto me recuerda que hace cuatro años cuando los padres tenían que acampar para poder tener una plaza en el colegio, necesitamos tener la información de ellos con anterioridad para poder matricularlos. Entonces hicimos pasar la voz y los padres se empezaron a movilizar para estar a tiempo en la cola y poder tener su plaza asegurada. Ahora con la ayuda de ellos hemos logrado conseguir que los niños que están en 3° de párvulos puedan pasar directamente a primer grado sin tener que acampar afuera.

I-Dime una cosa en cuanto a los servicios de 'Studie'(clases de refuerzo después de las horas de colegio) que los niños reciben y las clases de neerlandés para los padres quien lo proporciona.

Somos nosotros quien damos refuerzo de neerlandés para los niños de 1ro y 2do grado del proyecto . Les damos una atención personalizada pues por lo general son 16 niños y no todos vienen a la vez. Entonces mi colega se encarga de revisarles la agenda y ver que han tenido como tarea. En el caso de los padres, les hemos pedido que se matriculen en cursos de neerlandés a través del programa de La Casa del Neerlandés y así un padre puede escoger el día que mejor le conviene estudiarlo y en el sector donde vive.

I-Es que existen algunas otras organizaciones de integración como el proyecto Foyer.

R-En el gobierno Flamenco de Bruselas solo estamos nosotros.

I- Esas eran todas mis preguntas. Muchísimas gracias por tu tiempo.

R- A ti.

Changes done by the interviewee:

The text is almost the same except:

- a. they helped with cultural identity to those children who have just arrived to Belgium.
- b. With this help regarding cultural identity the children will not have to feel embarrassed of who they are.
- c. The project helps the parents by giving the information of different agencies that can help them with residence, employment, legal, problems.
- d. There are children 3rd and 4th generation of immigrants who were born here and thus do not need the same assistance.
- e. The Minister considers that the learning of other foreign languages can interfere with the learning of Flemish. Although, the interviewee says there are many anthropological studies that show the contrary.
- f. With the inspection, the interviewee thinks that the Minister will be able to understand the values of the project.
- g. She says that Foyer is the only integration project that exists.

Appendix L

Interview with the Foyer Bicultural Project Coordinator.

Interview with HD -03 2008

001 - Fiona: ...basically I'm still with my studies and, hopefully in the final stage of my research and I learned that for your project did also the portfolio with a group of women and that's basically what I want to know, what is your...

002 - HD: I don't know, I must say. I think the portfolio that you are still doing in DalaiLama, section of Foyer, I, I didn't really follow it because it's not my section, but I know because I once discussed it uh... with uh... it's not... I've seen it.

003 - Fiona: I spoke to "Rite" and she says I tried to have an interview with her and she says no, because I said that I was going to meet you here? and then she says, "Oh, but if you meet hHD then it is not it's not necessary ...

004 - HD: Yeah, but anyway, because she's ill now But I will ask a photocopy of what she made. It was nice because I didn't know what she made and one month ago, we get together because she asked... and you... what we are doing. I think, of course the meaning of their portfolio is a little bit different because the women in Dalai Lama come not only (Explaining the meaning of the Dalai Lama portfolio) for language, but for kind of development. It is because before women came often just to, they just picked up the taste that they were used to. Or for example, a woman would have said, "Yes, I will come to the cooking, but learning a language, no, that's nothing for me." And so at a certain moment, these things are allowed. We really don't stimulate these women because they have often more possibilities that they take but they are used to remain and to stay, staying at kind of things they always do. And so they made a kind of portfolio, and for each woman they make a kind of trajet, so they have to say, "Alright, I will, for me myself I want to realize some goals. I want to learn some Dutch. I want to – eh? – I will participate to discussion groups and to the creative workshops," something like that. And so they try to make, they tried to make a portfolio to, in which women can see that for this goal, you have done this, this and this. For this goal, it's not only about language. But there is a portfolio also they made for, about language. But more in a whole, it's for example, all the things they did come in this portfolio, but not only about their progress in language, for example. (Portfolio more than for language) It's more about, "Alright, I discovered that, I have learned that," and so they put the text together. And I really want to go further with this idea, and the idea was that, I think for next year, they want to work on the idea of the portfolio, and then see that, not for all women, because it also realize that for some women it's too difficult, and they don't come and so they don't– for example, work on three aspects is too much and what can you do if they not com.. if they are not coming. So they said so next year, (Future planning for portfolio) I think they will see for which women it's already good if they come and participate one or two things. And for other women who really wants to

make a little plan for the future, they work with a portfolio and chaque –uh – each women - woman who has, will have a portfolio, will have one of the people of Dalai Lama, who is responsible to give a ...'allez to do a follow-up of '_____'. If you don't, alright you please put these documents in your portfolio. And so they will do, but they will do it for a limited number of women because they said for all women it's just too much, it's too much for us do you good for a while and then if the portfolio is laying there, it's not meaningful anymore. For the women to do it by themselves, it's too complicate. So it's better that for a certain group of women who really wants to have a goal, that they will use a portfolio.(Objective to have a goal)

005 - Fiona: So if I understand correctly, this portfolio is not about assessment, they only bring their qualities that they have learned before...

006 - HD: No, also about assessment. Because they say for example, "Alright, I don't know anything about Brussels. I want to learn more about how do you live in Brussels. How to know some cultural organizations, social organizations. And then when they have found some activities, for example about that -- visiting a museum, visiting a social service, this information about they have learned now, so they have to make evaluations about themselves, do I know , do I know better now where I'm living? Do I know more about Brussels than before? And the things they have learned comes into the portfolio. This is not the portfolio that we start with a kind of situation of "that's what I know now". The idea is that they put what they learned also in the portfolio. But it has especially always do something with language. Language can be part of it, but it's not only about language.

007 - Fiona: And in the part of languages are you assessing with the common levels or not?

008 - HD: I think they, we gave them, but as far as I saw it, no, because it's too low.

You know, it's not these people, often they only speak Moroccan for example, and some French. So they always for example to learn some Dutch – the Dutch that they are learning after one year, I don't think you even can already put it in these European goals because it's really basic. Already for them the first step to say "Hello" in Dutch and to.... They don't need also the problem of this. The one hand we want to convince him that integration requires also language knowledge, that they have to learn French and Dutch, or one of the two, at least. But often a lot of these women are functioning, for example in Moelenbeek and Schaerbeek where they only need their mother tongue, because they are only, they are in their little ... in Turkish people more.... because Moroccan people here in Brussels normally speak French. Outside of Brussels, it's less. This week I was in Leuven to give a session about multilingual language for parents and I saw there all the Moroccan women are Berber, so they don't speak French. But the Moroccan who people speak French often making the choice to live in Brussels because it's more easy for them. So a lot of – Most of the Moroccan women already speak French, but not Dutch. Turkish women, for example, don't

speak French neither Dutch. And they live for example in Schaerbeek and only thing they need in their daily lives is Turkish. So then when we try to stimulate them to make it work a little bit bigger. So to know for example Brussels, to know how to take the metro to the center, and at the other hand to learn language. So language is a part of the emancipation of these women.

009-Fiona: And the portfolio is an emancipation for them just to integrate in the social world, also in the working...

010 - HD: Working, yes. The idea is Rite told me that in this way – because a lot of these women don't have certifica--- official certificates. So if they want to look for a job, they don't have anything in their hands. So the idea of the portfolio is if you want to look for a job, small job, I .. not -- if you have a portfolio, you have something to make a presentation of yourself. (the objective for women to do the portfolio) so, that's what I've learned, that's who I am – and so that was also a little bit, but the majority of these women are not working. And a lot of – and some of them even don't have the idea of going to work....it doesn't..... it's going to work or 'lieu?' and she remains at home. If they work office cleaning – other cleaning jobs – aren't all of them, but I mean for.... Some of these women really have the idea, "I want to look for a job," but not everybody. But the idea from Dai Al Amal is that if you wants to look for a job for example, a portfolio can help you also to make a good presentation of yourself. If you have no diploma, you should. So that's the idea.

011 - Fiona: And then about the portfolio – the four-year project made for the children –about learning languages...

012 - HD: Yes, yes...

013 - Fiona: How is this?....(both talking together)

014 - HD:At this moment, it's very silent about these things....I don't know why, but at a certain moment, some years ago, we had a portfolio and we had also the new idea of 'Time Language Awareness ' At the start, we couldn't get interest for not Taal portfolio, not language awareness. I suggested to Sophie – last year for example we tried to organize teacher training about language awareness, and that --- and related because there was also some interest. This year we're doing it again, and instead of one, we have to organize twice, and I think we have nearly a hundred people who wants to follow the teacher training about language awareness.(This is the new objective, or the new trend) There is now, we are going to make a book with the editor about it.... so everybody is talking here now about language awareness, and not Taalportfolio. I think it has to do with the language policy. (reasons for the ELP not succeeding) We remain because we have difficulty' for our project, with mother tongue instruction because, uh, it's quite

complicated. Until now, we get our money from the Ministry – the Flemish Ministry –but the Ministry of Education is going through a reorganization. There is going to be a new “decret”. It means “vlakker en onder weis decret”? (Flemish) And it means that more money is going to be given to -- how do you say it in English? – the “Maidenstude?” (Flemish) – the city gouvern....I mean....

015 - Fiona: Ah, the municipalities.

016 - HD: Yes, the municipalities – the municipalities from the cities or – especially for the cities. So not, there is our money comes, you have the Flemish Ministry and they give it immediately to Foyer. Now, with this, the great law who organize our city doesn't exist anymore. And now a part of the money is going from Flemish Ministry to the VGC– the Brussels Ministry of eh? – and then, hopefully, going to us. The director of this, one month ago met Loredana Marchi and was very cynic and said, “Oh, so you're still existing until August and then it's finished.” So we knew that there was something to be done, but ... So now for two months we are free. Tried, all the “politikers” everywhere from different parties – we went to them, we discussed. Now this week, finally we were– our “(Loredana and Name(Johan))” were invited by the minister. And so now he understands from, really this project I can just say it's for Brussels and that they do whatever they want. So I think it will be.. but so it's ... you.... but you see in this, the language policy of the minister is was very honest. He said, “I see that your project is, has positive results.” So even for me, mother tongue instruction is not my thing. For me, it's not my thing. But how can I say, “But you have to stop your project if we see that the outcome is good? And I know I just can't.” Then afterwards he said, “Yes, but I see that your project is not only about mother tongue instruction. The positive result of your project is also because you really work with the communities.” That's what it is, it's true. So you don't have to see our project just as language instruction. It's more. And so we felt more that yes, that is for Brussels it's something special, I think I can accept. But the general message from the minister ‘Van Brukke’ remains, “All problems are solved by learning Dutch. You just learn Dutch, and then afterwards and, for example, is it an opening for a projects immersion”. He doesn't want it named. He said that. ‘Yes, at secondary level we can do something about French, Dutch, English, perhaps Spanish, but as a foreign language, and that's it. So no one can do multilingualism from the start, it's just not his cup of tea. And so the general message with now going to schools... the atmosphere is “We just have one goal: we learn all the children Dutch, and then we will see. And so of course, that ‘portfolio’, from the start has a completely other philosophy, it's a complete other way of thinking. (New way of acting) But language awareness is more easy. Why? Of course, the minister don't want to (that's my idea) don't wants to give the impression “we're totally closed for other languages”, and language awareness I think it's a good thing, but it's also – it's everything and nothing because language awareness isn't going to learn other languages. The idea of language awareness is have an open attitude towards language learning, towards other languages. So you do activities that's are about different

languages. We discover things about Chinese, about Turkish, about.... and this has to ... You do activities for example ... there are a lot of, a lot of things for children for one or two weeks. They are going to be busy with Arabic, for example. And another week they are going to discover something about language and language use with another language. So it works on: be open for other languages, an open attitude what can be important for the later language learning. So this is, even for the Ministry of Education, they say, "Alright, language awareness, look how it opens up." Now, I think of course we are also are happy because we are the ones who start to use language awareness, so that it makes us at least a little bit popular for this kind of work, because our multilingual project isn't that popular. So, it's a good thing. It's also a good thing that something will happen in school, thinking of another way of looking to languages. But of course, when you get the portfolio, you don't work with the portfolio if you don't believe in the importance of multilingualism. (Key element about why it does not work a portfolio) And I think that seem to be the blockade we have now, anyway in the Dutch part of Belgium. I think I got advocate for the French part. I think there is another mentality.. I don't know if they use a portfolio, but I think the possibility to

do something with a portfolio there – the open and to be – for example, now in Wallonia, you have more than hundred schools speaking Russian, Dutch, French. So they really go for more than fifty percent in another language than Dutch. In the Flemish part of Belgium, it doesn't exist because the minister says, "No! Dutch Dutch Dutch Dutch". So, I think that the portfolio remains here something that is not used because it's too.... Perhaps, . it works if it's used at the higher education level, but anyway, where I see primary school and secondary level, nothing is happening, because it's too much be open for other languages. And people are instructed that they don't have teachers and get a completely other message from the Ministry of Education. You have to learn Dutch, and then of course we will learn some important foreign languages. Of course the Dutch children have to learn French. English can be important, but mother tongue, no... as a competence issue already have are completely ignored. Because also if they talk about any foreign languages, it's really... also ... Children are treated here in the Flemish part as if they have an empty language hat when they enter the school. Or you know Dutch, or you know nothing. And all the competences you already have – in Polish, in I don't know – it doesn't exist. They said children have to leave all these things behind because they entered the school, and if you don't know Dutch, you're out. They see it as an empty box. But, we have to fill it, and we have to fill this empty box with Dutch, Dutch, Dutch. And when we have done that, then we will start to think about the importance of multilingualism in Europe. And how can a portfolio function in this.....

017 - Fiona: environment.

018 - HD: environment. (inaudible) Because the environment is....

019 - Fiona: But perhaps there's something.... this new decision has to do with the

politics that we are leaning here in Belgium with the government....

020 - HD: Yes, of course, you see it is always going like this, eh? And now we

are ...hahahaha... a year and I think – now the only way is – I always say the only way is perhaps.

021 - Fiona: Exactly.

022 - HD: And I think because, I see now because, every day now about, because if you went to all the politicians to say, "You have to do something about our project. It's

finished. It's more than twenty years of experience, it's out of.... you have to do

something." And now every day the newspapers they are react... tomorrow, this morning I said to Loredana In only already in this you've... what are you doing? In six

schools we have a project with Turkish, Italian and Spanish speaking children. Who is interested? Who will have a proper interest? Nobody. But, every day now we are in the newspaper – papers and because in Gent now they are wanting to start... Today there was a reaction about some man of the 'Sepethud Onderweis' (Flemish) – the responsible of the schools in Leuven against Gent because they are going to start with Turkish to say what they were stupid, and so the emotions we get with our little project, this shows how important it is because, who will be interested in what the little '_____' is doing with these immigrant children. If they are becoming better or worse, who's interested in this, except the parents? Who is... for whom ... People in outside of Brussels and even here, what is their interest the fact that these six schools there is a little project? But, every day, reactions, reactions, reactions.

023 - Fiona: But the reactions are positive or negative?

024 - HD: Nega – po – er...

025 - Fiona: Or mixed?

026 - HD: The policy makers now we contacted are positive. But um... it, in Gent now, they are very positive, in Leuven... it depends on the people. It depends on the people. And that's for me the way up also the people are positive and negative. You have again it's in discussion it's ... so.... But, you see it, it's an emotion--- when you are involved with language you're involved in emotions and that – I said to..., this man in Leuven, he even is Moroccan. That's the worse for me, because the people against often are immigrants, people who were very successful here, who didn't need special attention, not of that, because they were so lucky to -- perhaps a better chance to have a good background, to have rich parents who studied like all opportunities, and so they think that nobody of their community should pay

attention to their mother tongue when, look, they didn't pay. They had only mother tongue at home and look who....

027 - Fiona: I am today.

028 - HD: Yes. So, and then that's for me the worst because then people say, "If even a Moroccan man say that, what do you have to say?"

029 - Fiona: Yes, it's difficult.

030 - HD: But it's so emotional, it's such a predicament. How is it possible that someone in Leuven will say what two schools next year in Gent will do? In a very little project, they will have one Turkish person to help the children in Turkish. (laughs) OH! it's one or two days in the newspapers.

031 - Fiona: So for example with the portfolio, with the creation of the portfolio, what was the idea that was behind it for the children. Was the idea besides language awareness? Was it also more a language uh... (discussing discriminatory attitude from the Dutch teachers)

032 - HD: For us it was. For us it was. For us to start with the portfolio, it was also to make languages visible to the children and to the schools. Just to make them not seem anymore as these empty boxes. For a teacher, a kid - child of seven years old, he knows that much of Dutch. Alright, this is his language knowledge, finished. We say no, each child has his knowledge of French, his knowledge of Spanish. That's the language knowledge of a child. The school says no, no, that's what the child can. So first the language portfolio, was the idea was for the children, also for their well feeling, to make it possible that children and teachers and, if possible, parents work together in the total process of language learning of the child. But, we see that schools really are not - no, not interested. Interest factor So, they say yes to do us a favor, and three weeks later, "Oh yes, I didn't have time." "Oh yes, but we have so much to do." And so they don't, they just don't do it. And if you try to organize anything about it, no it's not our thing because this is something their language, their studies, their French - alright that is responsibility for the parents perhaps, especially the French, alright later on, but the Spanish is the responsibility of the parents because interest me it is much or... Fiona: or less....

033 - HD: or less tolerant of the children try to learn more or not. We are not interested. They are simply not interested. (Interest factor)

034 - Fiona: Because they don't think advantage that when the kid knows his mother tongue he's able to learn faster.

035 - HD: Yes, no, they don't believe it.

036 - Fiona: And the reason for example to make a 'tal pass'? instead of using the European portfolio was because European portfolio was too easy.or.. too difficult... or you wanted to make something more....

037 - HD: Yeah, the Taal 'pass'? for me is more a small element in the language awareness approach(sic). For me a Taal 'pass'? never can take the place of a Taal portfolio. For me, the Taal 'pass?' doesn't means that much – it's an activity, it's something who is a part or an idea when you work about language awareness. It's something you can do, but for me it's far away from the really approach of the language portfolio in which a child really can follow what he will learn and so for me the Taal passport is something positive for the child to show these are my languages, so he can be proud of it, but it's just a moment. I know very well that the Taal 'passport' is a feel-good moment for the children(sic) and it can have its place in other activities about language awareness, but that's it – that's it.

038 - Fiona: But is the project, has the project thought at one moment in time to try to
use Taal portfolio for the kids so they can show something.?

039 - HD: Yes, at this moment I am saying no because we haven't time, because I think it can be successful, but then because the schools are still not open,(change of mentality) we have to work so much upon be patient and follow up, that we need nearly someone to really be busy with Gent, and we have not the possibility -- I see at this moment with the money we get, I just count it for the 'poli....?' We have twelve people, more or less, I think twelve, sixty percent full-time. From this group, about – if you take twelve – eight are the teachers – Turkish, Italian, Spanish – working in the school. So their time is taken to teach the children, to work together with the Dutch teachers, to do all the work for school and that....So,three people remain here in the house. These people – they have do the guidance of this project. There is me who has to do everything that has to be – the paperwork until eh? (Showing a big pile of paper)

040 - Fiona: until there's not to work...

041 - HD: all official meeting of.... Then we have -- because the Ministry said, "Alright,
you can organize this project, but you have to organize for example teacher training and these things." So, for example, Sophie mostly and I, we are working on teacher training. We are now also having project in the after secondary, the higher education, to stimulate people from a good background to do further studies after secondary level. So not a lot of projects – now we are busy to make an exposition about the children feel and think about multilingualism. So we are making this book about language awareness. We have every day our parents – meetings with the parents because we have to do something with these people. We have to write articles, we have to – and all these things – we have children going on

holiday to Dutch families, it's quite an organization. So, it's all the things we are doing...

042 - Fiona: For three people it's not....

043 - HD: So, already we are short in time. Language portfolio for me remains something important, but it's just something I say if someone has the time to take it up, we can collaborate. And if they give one full time to me and you say, "do that something for me with Taal portfolio" then I can try to find some schools where I have a basic motivation, but keep this basic motivation awake by going to the schools. Try this. In two weeks I can't. Now we will see together. But we just and... what we tried is, so we hoped that the motivation for the people will be that strong that we gave something to them (motivation is a factor) from teachers who read Dutch – strong –What we gave something to them (meaning the motivation) and if they are creativity(sic) and so it would work, eh? find its way. It's not working like this, and that has to do with the language policy I know. It's not the fault of the teachers, but they are just indoctrina – I understand. They feel that the Ministry of Education, everybody's saying, "Your responsibility is Dutch, Dutch, Dutch..."

044 - Fiona: then you cannot enter into other....

045 - HD: Yes, so they feel this, "That's the man who's paying me." (laughter) So, you want something else, but you haven't paid me. No, it's not conscious, but in their minds, I know it's that. So, we felt that if we want to do something meaningful, we need – we have to put really energy in it, and we don't have the energy. And in May that we tried something with this '____' symposium that we did, we tried (the schools name) we tried several small things, and finally last year when we made our new planning for our brochure, I let it out because I didn't have anybody to do something with it. So I'm not going to put in our brochure, "If you want to work with Taal portfolio course" when I know, because I know it's just not – that we – a teacher said, "I'm interested. We can get ourselves together one or two times and then good-bye and you will do it in your class." No.

046 - Fiona: It has to have a follow-up.

047 - HD: Has to have a follow-up and I don't have the people to do this follow-up. And that's the problem. And the Ministry, because there was someone – I'm recalling the name – where we organized -- or was it two years ago...?

048 - Fiona: Madame Christiane van Woensel ?'

049 - HD: Yeah, she could (inaudible – throat clearing) ... if she's still there, but if ...she ... she isn't ...I...I... She isn't do... I don't say she's doing anything, she's working. But I mean, if she, who is in – more near to the Minister, can't succeed to have some openness for Taal portfolios, what can

we do? So, our problem is that until now we say that we can't take this as a course. We also have – I have to think of it economically. If language awareness – there's openness now for language awareness. We say, alright, it has to do about multilingualism. We can give our ideas about – because what we are doing, and that is different, so language – because language awareness normally doesn't has to do something – especially with minority languages. Basic idea of language awareness was more I think for – it has a long history – but nowadays it's more about people in Europe – the European languages. So what we did, and what is new is when we talk about language awareness we said, "Alright, but you have to implicate the minority languages. Thinking about languages is not only thinking about English and Chinese, but also about the languages who are here and now around us, introduced by immigrant children. And we tried to also introduce at the European level, we had the project LEA '_____ 'about teacher training and language awareness, and now we are asked to 'in grass'? to be-- Sophie is now one of organize – organizers? of a new European project "Combat Plus" and that is "CLE" – Combat Language Integrated Learning. So one of the new things about multilingualism now is Combat Language Integrated Learning means that you don't learn French as an object, but geographic, for example (inaudible) Dutch. But that's what immersion project are doing, but what our 'missive is willing to do.

But anyway, for me, our Spanish, Italian and Turkish lessons are part of that step because what I do really – the children do 'the grass'? alright, Italian lessons (loud sound)... No, they read texts, they discuss subjects, they do some word orientation, they do maths, but they do it in Italian, in Spanish and in Turkish. So, normally this project – initially the people who knew us, but also there were more focus – alright, we didn't try to put together experiences about CLE – thinking calmly about the majority languages – and so that no, we have to make a Combat Plus and the Plus is standing for minority languages. And so it will be a big part of the project. So, the idea for us to be big with language awareness is again, that we think language awareness is a nice thing, but we want to put our philosophy in this methodology of language. If you're doing something about language attitude – be open for languages – then you can't really save energy, introduce minority languages of the children, that at least they can experience that the languages are equal as together with the other languages. So, now we have chosen a part of really multilingual schools. We say, "Alright, we know. We have now six schools, we can be happy, we can stay alive with these six schools." For our other energy, we have other things because we have a lot of other things to do about multilingualism, but for multilingualism, the choices we make now is language awareness and multilingual things– that is more Sophie – and my – the things I'm focusing on is multilingual education for parents, because I think we have to make the parents stronger, and also diagnostic, because I'm a speech therapist. And so we do now, or try to do more about – because a lot of multilingual children are seen as problem children because they have a problem in Dutch, for example, not in Turkish, and we want to make them -- speech therapists and other people – aware that a children has a problem, you also have to look it as a whole. Because a

child who has a problem in Turkish and in Dutch – it's totally different as a child who has no problem in Turkish, but a problem in Dutch. And so we're also working about a better diagnosis of multilingualism in children. Is it a normal process, or is it not a normal process? And how can we look to these children, how can we look to the parents? Can we give a traditional therapy or do we have to work with the parents? How do we organize that? The themes now are out of OEDC and our multilingual project – is mother tongue instruction – is language awareness, multilingual education and multilingual education towards parents – and the educators who parents meet – you know parents go to a doctor, to a speech therapist. Often there you get very – messages “Oh, let's speak Turkish (inaudible)speak only Dutch”. So, we try, we think we have to work with all these educators around the children to give them another philosophy about it – thinking of multilingualism. And so these things are taking up all our time. And hopefully, at a certain moment, we can introduce again this Taal portfolio, but I have the sense that, just introducing it without a follow-up is not possible, it's not working. It's not working, and it's not working because of the mentality. (The mentality factor) If we were working in an environment where people were interested in multilingualism and looking for ways to organize it, it wouldn't be a problem to say, “Alright, we organize a teacher training and call me if you have questions,” because people will be ‘_____’ and will call and say, “Oh no, that's not functioning, can you come?” But now we know we have to push and to push and to push and we just can't, we just can't. I don't know what's good, whether it will change or not, but it's..... for me, the only way is up. The only way. It has to, because if we survive this report....(laughter).....

Appendix M

INTERVIEW WITH "A" – MARCH 15, 2008

001 – Fiona: I understand from you the European Portfolio, you don't use it, you don't apply it (thank you).

002 – A: The European Portfolio...I...?

003 – Fiona: The European Language – you don't use it.

004 – A: We don't use it in the Institute here, but I know there are organizations – I know there are organizations here in Flanders who use it, and I know the Portfolio because – I'm not involved in Portfolio work as such, but I know people like David Little who is strongly involved in European Portfolio. I have frequent contacts with people in the Council of Europe on the Language Policy Commission. But, we don't use it because we don't have – we don't teach here, so we don't use it as an assessment instrument. But

the concept of Portfolio is something we strongly advocate – we do – because we do a lot of in-service teaching. So, on there we promote the concept of Portfolio – not just the European Portfolio, which is a very strict concept, but the idea of Portfolio is something we strongly advocate, besides other assessment tools, because Portfolio may be introduced by some as a possible assessment tool – a kind of, more process, yeah more process than (inaudible). But, we also promote it as an instrument to teach 'histories? that some, the goals that we state'?? and they teach...(Freedom factor)

005 – Fiona: You said something about, that it's a strict concept because you promote the different types of Portfolio, not only the European Language Portfolio, if I understand correctly. What you promote is the idea of Portfolio and then you...

006 – A Exactly.

007 – Fiona: But then you say that it is also a strict concept. Why is it a strict concept – this type of Portfolio that we're talking...(freedom and cultural factor)

008 – A: It is a strict concept in the sense that when you want to – when you develop a Portfolio within the European – or even outside Europe – and you want to have the recognition of the Council of Europe, then you have to follow a strict procedure. And the concept you have to follow, the type of Portfolio you develop has to fit within the format. So that's why I call it a strict format. So there are organizations and language teaching institutes who have developed – and , schools who have developed a Portfolio, but who didn't follow the European – the Council of Europe's format. And I think that's good,

but having said that, I don't mean that the European – the Council of Europe concept is not a good one -- on the contrary. But people have to be aware of the fact that when they want to have the guidemark, they will have to be... they will have to follow that format. And there my concern is – and people on the Council are very much aware of that – my concern is that, when you have at a certain level – when you develop an instrument, whether it's

Portfolio or whatever – when you develop an instrument and you set up a procedure where you have to follow certain steps and rules in order to get a 'guidemark'.

Although the Council strongly stresses and emphasizes the fact that such a Portfolio is not a prescriptive instrument, in the perception of a lot of people, it becomes a very normative instrument. That's a concern I have, but not more than a concern. And people at '(inaudible)' are very much aware of the (inaudible). But on the other hand, when you use it as– when you're not interested in having the 'Cardsmark' as such, the people...the problem is people want to have 'guidemarks' because it gives more status to the instrument they have and it becomes a better selling product. But when you --- when you see a Portfolio, like the common European 'framework?' as a reference to the tool which you can use to reflect upon – on your assessment procedures, on your dialectical approaches, then it is a marvelous – fantastic instrument.

009 – Fiona: Yes, I know, but do you know of any institutions, either in Brussels or in

Gent, who are using the European Language Portfolio?

010 – A: No... uh no. I assume.... I know that in the Netherlands – oh, I can't remember.... – I know that in the Netherlands there are one or – at least one or two organizations who have developed Portfolio and who have – who got the 'guidemark' (he means the approval from the committee)?

from the Accreditation Commission. In Flanders, or in Belgium in general, I don't know. I assume that language schools – probably language schools would.... (lack of information or interest)

011 – Fiona: be using it?

012 – A: Yes.

013 – Fiona: When you say language schools, you mean those schools that concentrate only in the language training – you're not thinking about all the – like for example, the State schools, like primary, secondary, no, you not thinking that that could be a....

014 – A: Oh, there are – there are other schools who are using the concept of

Portfolio, but not the European – not the Council of Europe's format. But there are schools who are.... We've evaluated the project which was on secondary students who were mainly in vocational training schools, and who were formally not so educated and they come to special programs and etcetera. And there there were a lot of organizations who used the Portfolios. What we observed is that in some cases people – sometimes teachers think, "Okay, the Portfolio is the alternative for every problem we observe and the Portfolio can be – is a kind of magic trick in order to get these kids more motivated

and to participate in school, to study and whatever..." (cultural factor – vision of the portfolio) But they.... for me, a Portfolio is nothing more than just a - a possible tool besides other tools which you can use in order to change your (inaudible) procedures – in order to try to help students more in goal setting, in setting objectives, and even in determining what kind of content they are going to study about. So, actually, for me it's much more an instrument which can help you than... but people, sometimes people in

schools see it as a goal as such and.... I have seen a few examples where it becomes so highly loaded in terms of time and administration that after one or two years, they just give up. Because when it's so extremely time consuming and when it's not integrated in your daily didactical teaching habits, and when it's something which is – which comes on top of all the rest, when you stick to your traditional way of teaching, when you do not – when it doesn't change your relationship with students in terms of how can they participate in the whole learning process, when you stick to your traditional testing, then the Portfolio is seen, first by the students then afterwards by the teachers (inaudible), as something which you have to be on top, and it strongly becomes a demotivating tool, than a motivating tool.(repeats the same problems one finds in the survey and from pilot projects) And this is independently from how the Portfolio looks like, whether you use the Council of Europe's format or your own format. It's how you integrate it in your teaching. How do you integrate it as a teacher in your classroom? How do you integrate it in your teaching policy as a school? I once said at a training – and I think it's something I said about Flanders, but I think it's– if you are not careful, to me it's wherever – even in other countries – but I was focusing on Flanders and I said, "If we are not careful, we might end up with children at the end of secondary, at the age of eighteen, with children who will have to construct in their room a new shelf with Portfolios that start from kindergarten, primary, secondary, and then a Portfolio for Dutch, a Portfolio for French, a Portfolio for Geography, a Portfolio for History. All teachers seems to be – no, a lot of teachers seems to be so interested and attracted by the concept of Portfolio and they try and experiment with it, but they don't implement it in the right way. Then after a few years, or even after one school year, they just (inaudible) – because they are disappointed, because they don't see you have a (inaudible). And so, introducing a Portfolio is not something a teacher should do as an individual. I think a school can... also, you know the school should introduce a course like that. I think a school should consider fundamentally rethinking the paradigms they start from – the learning constructs they start from – the teaching constructs they start from – and think to what extent – and rethink their assessment traditions. And when they want to change that, then there is a full-time ground to_____.

015 - Fiona: I understand from French it would be a – like a good ground or – I think that you can use fertile – that you can grow something in it.

016 – A: At least the basis to change, to really change. And there the Portfolio can have definite 'contrary'? (inaudible). But when you just introduce a Portfolio because this is the new tool, this will change the world, then I don't believe in it. I know – I know – not here, but in Ireland marvelous examples of teachers using Portfolio. They use the Portfolio as the central teaching instrument. It's developed by David Little and his colleagues in Trinity College.(cultural factor)

017 – Fiona: I have contact with him over the e-mails and – but now I'm concentrating in my thesis – my focus is the Flemish community and especially the Flemish community in Brussels and I want to measure the impact of the European Language Portfolio just to see what could be the different categories for either having an impact or not having any

impact at all. But this leads me to a next question: If I understand correctly, you work with minority language speakers, no? in the Center of Learning Diversity and then is this something, is this an idea to propose to the in-service training teachers or just to the students directly or not? Has it come up as a....

018 - A: Oh, yeah, yeah, yeah, we do a lot of – in our teaching modules – in our training modules for our teachers from primary and secondary, we have a module on what we call “alternative assessment”, or (inaudible) assessment, and there we promote the concept of Portfolio, besides other alternative procedures for assessing children’s and students’ competences – and not just for language.

019 – Fiona: For everything.

020 –A: Because concept of Portfolio can be used in anything, and we promote it -- not the European concept as such, but the general concept of Portfolio. And we – in the training we organize, you know, then we have more workshop like things where people can expand – teachers can expand some of the assessment instruments. And there we let them experience the idea of the program. We did them on a small scale. In some trainings we developed – not fully developed Portfolios – but at least developed the idea with them and how you can use it in the classroom. So that, the European Portfolio as such is not promoted in the in-service training.

020 – Fiona: And what about with the students, with the minority speakers? No.

021 –A: No, because our institute, our task is not to work with the minority students themselves. We train teachers, but not the students. So that’s why I said we don’t use the Portfolio ourselves because we don’t have students.

022 – Fiona: And these teachers – these future teachers that you’re training – they...

023 –A: It’s in in-service training.

024 – Fiona: The in-service training.

025 –A: Yeah, its territory is teachers who are already in the classroom. It’s not preservice.

026 – Fiona: So, this in-service training that you’re doing, so is it for the learning and diversities for teaching them about multicultural concepts or living in the multilingual environment or....

027 –A: Well, the concept of diversity the way we define the concept of diversity is not in the traditional technical sense. What we saw in the past – because before the center was called The Center for Diversity and Learning it was called The Center for Intercultural (inaudible). What we saw in schools – because it has nothing to do with the Portfolio – what we saw was that schools interpreted the concept of interculturality and not the cultural education as -- at the superficial and at the level of knowledge which then often was reflected in organizing what we called the The Week of Morocco – The Week of the Minorities – and then you – within the school everything was about Morocco and the (inaudible) Moroccan tradition – dresses, food. But what we saw was that it led to stereotypic – it strengthened stereotypes and it definitely didn’t lead to competencies – in increasing children’s competencies in order to be able to (inaudible) about this. Seeing things from the perspective of the other person’s, which I think is a very important

competency from a diversity perspective. So that's why for us diversity is – we define diversity in a much broader way, in the sense that we do not focus on specific target groups, be it ethnic minority groups or cultural minority groups. The problem of – the policy problem of Flanders is there is so much focus on what we call in Dutch “Dunkel???” For every minority group there is funding and there is a policy, but we strongly believe that – in policy terms we know the way to go. What we see in schools is that the effect is that the teacher is still teaching in a very traditional way. He is the one who has the knowledge and he will have to teach that knowledge to the children and then it's up to the children to what extent they can transfer it into proficiency. That's the traditional way of teaching which we see in Flanders and which we observe in a lot of other European countries. Diversity from a learning perspective is that actually every individual is like those. So every classroom, even when you have minority children – ethnic minority children -- in the classroom, every classroom is like this in many, many ways, from a ' _____ ' perspective, from a social perspective, cultural perspective and all kind of interests children have and there'd be ' _____ ' for us is that the teacher has

to be – needs to have the skills in order to be able to deal with that diversity. So, diversity is much more for us that perspective -- How can you deal with all these diversities you have in the classroom and how can you organize your classroom from a didactic point of view so that you give more opportunities for all children to learn. So, which is a bit--- yeah – another, a more – different interpretation of concepts of diversity than the ones you often see when you read articles about intercultural education, intercultural competencies, etcetera.

028 – Fiona: That's quite interesting. And the reason that I ask you about exactly what is it that you do is because that brings me to certain ideas let's say – it brings me to some sense of the questions what I'm going to ask you. I'm thinking that perhaps – could it be possible that the reason that -- besides that the European Language Portfolio might not have an immediate acceptance perhaps compared to other countries you know, could be that number one: in here, historically, they have promoted – I'm talking always within the Flemish community – the Flemish Ministry of Education – they have promoted this 'curriculum fadum??' and based on that 'curriculum fadum?' teachers feel at ease, they say, “Okay, this is what we want. No, we don't want this. We won't follow this guideline.” Language loss has placed a 'pattrra also?'. The fact that perhaps, you know, that the learning of all languages not as

029 –A: 'easy'?

030 – Fiona: Exactly. No, not 'easy'. But, we're living right now in a difficult situation – a difficult political situation in Belgium.

031 –A: That's an understatement. (laughter)

032 – Fiona: So, I'm thinking it all – the combination of these factors: the political situation, how the language loss have developed so....

033 –A: You mean the language loss in.....

034 – Fiona: The territorial – amongst educational...

035 –A: ... or language loss....

036 – Fiona: within the Belgium territory – I mean the division of language territories that you are –

037 –A: Oh, in that sense.

038 – Fiona: Yes, in that sense – in that sense. For example, in the Flemish schools you're supposed to teach in this language and then until this – that type of laws.

039 –A: '_____' that there is a role in

040 – Fiona: ... in the acceptance of – because for example until now we this cause – the pedagogical and the reporting function of the ELP – the European Language Portfolio. But also this Portfolio, the other function that it is supposed to have is the possibility for the students to be able to have -- to allow this mobility across European countries that – if the student has the Portfolio he says, "Okay, I take my Portfolio I go to Italy, I register, and this is all my knowledge. This is the construction of my language acquisition in the different countries where I have lived." So, I'm trying to see if those three conditions that I've just mentioned to you plays a big role – like for example if they compare two countries like in Ireland or countries like in Switzerland where already the concept is – has been adapted, you know...

041 –A: Switzerland is a specific '_____' because they're...

042 – Fiona: Yes, because ...

043 –A: - it all comes from Switzerland and it actually comes from the '_____'

044 – Fiona: Yes – (laughter)

045 –A: (inaudible)..... But, that's fine, that's fine. But, in that sense Switzerland often is very 'inoptic?' The community _____ is coming from (inaudible) in...

046 – Fiona: in Switzerland, yes.

047 –A: Interesting the difference between Switzerland and Belgium is that in

Switzerland they are basically – are a bit more mature in the way they deal with (laughter)....in Belgium -- but I think many examples.... (inaudible) and... I'm very critical. Do you follow the Spanish newspapers?

048 – Fiona: No, but I know, I have heard, – because I cannot read the language, but I have...I've been.....

049 –A: ...the United Nations critique, the recent....

050 – Fiona: Oh, no, no, no – when was that, when was it.....

051 –A: Did you know there is a policy for people who wanted to -- who want to get a house in social housing market. There is now a – what is called in Dutch the "Wohn kode" – so, housing code or something – literally translated – which says that you have to prove your willingness of learning Dutch as a condition to get a house on the 'social'? it's '_____' market because they can't influence that, but on the official social housing market – And, so which implies actually – it is presented by the Flemish politicians, the

Minister of Integration '_____', it is presented as something which is beneficial for the migrants, it's beneficial for society because it will solve all the communication and the social problems and tensions you have in certain areas. But now it is – two or three days ago – strongly criticized by the United Nations. The Commission for Racism and Discrimination (inaudible) I

mean, it's strongly criticized in the sense that they say that such a code, that language is a condition to get a house, might lead to – indirectly to– discrimination. And now the Prime Minister of the Flemish government, and the Minister of Integration, are furious. They (inaudible) – Not yesterday, the day before yesterday, they were on the news on television and it was incredible how they defended themselves – so many have found this is terrible. It's so anti-discussion, anti-political activity related to language. It's so highly politicized and so highly illogical that a neutral or sensitive or thoughtful discussion is not possible. (laughter) I mean that's, that's what

– Look at what happens at the Council here in Gent want to set up the next school year an experiment in primary education and kindergarten to start the children's literacy in their mother tongue – Turkish children first—literacy teaching in their mother tongue – in order to increase their opportunities for learning Dutch as a second language. The City Council presented that at a press conference and immediately it was – '_____' – I mean in the sense that, political parties reacted furiously. The representative of the city's

council had to go the Minister of Education in Brussels. So, it definitely is an issue. Whether that's an issue – whether that's an element – the fact that language is so politicized and so ideological – whether that has – is a determining factor that the ELP is not that much introduced in primary and secondary—then I don't know. I don't think so, I don't think so. The fact that language and policy are so strongly intertwined, in Belgium – in Flanders – definitely has an impact on how we deal with multilinguality and '____ality' in our society and our education, that's for sure. I mean, there are lots and lots of examples here in Brussels, but also in places like for example in Gent, where in schools at the gate, there is an education which says, "From here on, only Dutch," or in the – how do you call it – the school implements, the school policy, no the school....

052 – Fiona: ... regulations, or the results of the school project that you have to sign.

053 –A: Yeah, it's more regulations that parents have to sign. More and more

schools have in these regulations sentence referring that children are not allowed to use other languages than Dutch on the playground and in the classroom. I heard one example of a school in Antwerp where two Turkish children – the parents of two Turkish children got a letter from the principal and in the letter it said, "We've seen – we've heard your child talking or using Turkish on the playground, and for that he will be punished." So that has a major effect on the way we deal in Flanders with minority languages – not with ethnic minority languages, because they see Dutch as a minority language in the European context – and this is an intriguing paradox. I always call it "good and bad, not even words '?' In the last year's policy statement – Language Policy Statement – our Minister of Education strongly promotes the idea of multilingualism because it is an asset. It is strongly needed. Flemish students must be multilingual in the European and global context. And then you '____' first to the English, and French and German. But when it comes to ethnic minority languages, completely opposite discourse. So but I don't think

that has an impact. Your first argument which is the curricular freedom that schools have, I think that might have an impact upon..... Let me compare it to the Netherlands. In the Netherlands, you have an institute SETO – you know SETO?

054 – Fiona: Yes.

055 –A: It's a testing institute they developed for foreigners – for foreign languages, Dutch. They developed 'foyers'? for – even in the integration program for adults – the '_____' program in the Netherlands, one of the testing instruments is a Portfolio. And you know to what extent it is – it is partly related to the _____'LG?' but not fully. But such an institute of course has a major impact on what happens in schools in terms of assessment, so when there is an institute that develops Portfolios – the ELP or whatever –

then schools of course have the opportunity to adopt it, to monitor it and to use it in schools. In Flemish schools directives, but also assessment, is the responsibility of the individual teacher. So government has no impact or whatsoever, so it's much more difficult to try to implement and bring in -- from an assessment perspective – to bring in and to change habits in terms of using Portfolio. So that definitely has an impact – not just on Portfolio but on many other outcomes of research on learning and – learning paradigms of teaching. But, I don't think that in language policy – the context of language policy – do you.....?

056 – Fiona: Well, I did my research in a Flemish school for... I did application of the ...

057 –A: In Brussels?

057 – Fiona: In Brussels, yes. And I shall say that once – every time that I went to that school, I said to myself, "I have to speak English, I have to..." I took the boss and then I took the ... to come and then I said to myself, "I have to speak English. Be careful, be careful, Fiona. If you speak French...." I had this fear, you know because the reaction is not.... So I think that, to a certain extent, emotionally does play a role into... And then, I have to interview children in their mother tongue and then they were telling me, "We are

forbidden to speak any other languages," so we have to kind of like hide it, because I have to interview them. So I'm asking myself, "Well, if you're not able to use..." – lets say, let's not talk about ethnic minority languages – but if we're not able to use, for example, French, then also how can we promote something that has to do with language learning and assessing. It's quite difficult. Then I also did a survey where people were not happy – even when I spoke to them in English – were not happy of that fact. They were telling me, "Negative. Here is Flemish only."

058 – A: Brussels is much more sensitive than the rest of Flanders. That's definitely true. But what I observed when it comes to – the interesting thing is that you see the same – to some extent, the attitude and the behaviour in the rest of Flanders – not in all schools but at least in some schools – is similar, not in relation to the position of French and the use of French, but to ethnic minority languages. So there are similarities – the sensitivity in relation to French and the position of French in Flemish schools in Brussels

is different than the position in Flanders. The other element you said them and I think

this is to some extent related to what you just said is that – what I think is that foreign language teaching was always strong in Flanders, compared to Britain for instance, where foreign language teaching is nil or....

059 – Fiona: (laughing) Zero?

060 – A: Well, they try to work on it and I, on behalf of the Council of Europe a few weeks ago, I gave a language – we did a language policy profile in Sheffield with David Little and some others – and it was interesting to see how the city council in Sheffield comes to its own school in Sheffield, tried to develop a foreign language policy in the school, but ??there weren't any language resources... they..... (inaudible)_____ they don't have enough teachers and we observed schools where the teacher was – in classrooms of Spanish and French – the teacher was constantly using English in the

classroom and kids were working on computers and... Once we saw a classroom where kids were working – they had to make a power point on Paris and it was in English. They went on websites – some of them in French – where they just copied pictures they made great power point, but then I ask them simple questions like – something: “Comment tu t'appelles?” Or when I said, “Quel est ton nom?” I finally had to ask, “What's your name?” Oh! David!” And then Flanders has a tradition of well, a rather well developed foreign language teaching - foreign language teaching programs. The thing is, languages are seen as subjects like maths and geography and French and English, and the teaching of French and English are seen as a subject which you have to pass and of which teachers say that it is extremely important for – in order to be able to function in society, just like maths and

just like geography. Every teacher finds his subject the most important in life? But the problem of Flanders (inaudible – maybe something like you find this in other European countries as well') but with Flanders is that it still has a rather traditional approach in foreign language teaching. (inaudible)... I have son in the _____ in secondary. My son is now in his last year and his knowledge of French is extremely high. I mean, he can make subjunctives, and can make the passe compose without any problem. But when we go on holidays to France, he doesn't dare to speak a word. So, and that's the major problem,

that people do not have a teachers in Flanders. But I don't think – this is not the excuse for Flanders, this is a universal thing, I think. With French the challenge is caused by the problem of the monolingual _____? where – and in each of us, it's so hard to think and to see multilingualism applauded as something positive, as something which has an asset. And then definitely, there is -- as I've just said – a distinction between foreign languages seen as having a also like—ethnic minority languages seen as a disadvantage in order to be successful at school. That's what a lot of migrant children are '_____'. .

Appendix N

Observation Notes from the field notes

Observation No.	
Observation No. 001 06-05-2002	This note I wrote in my blue note book is about the neighbourhood and school description. It is also an account of the children playing in the courtyard and how I am feeling. In addition this date I came to do some classroom observations to two different teachers (Spanish and Dutch section). The Dutch teacher resigned from working with the project after the interview. I take a deep breath as I am entering into a new language environment. I am trying to forget my French and start thinking in English.
Observation No. 002 07-03-2003	Note (blue notebook, 96 pgs). Interview with the coordinator of the Foyer Project (blondie). This person explained to me the functions of the Foyer Project. Parents come to the organisation by the oral publicity inside the community. Families choose this project for survival skills. Many of the families are single mothers. Teachers do not go through a special training. The interviewee explains about the vacations for the children with Flemish families and the Flemish courses for parents as well as a study after school program that helps children with homework.
Observation No.003 09-2003	Meeting with the director of the school. I met with xx director of the school where I am doing my research. He seemed quiet friendly and interested in my research project. I had visit the school already for other university assignments. I explained to him/her my reach objectives using the ELP. In this meeting were present , a Dutch teacher 04, Foyer coordinator for the Spanish section and a Foyer assistant. Besides my discussion with the director, the Foyer assistant asked me my knowledge about ELP. While explaining the objectives of the ELP I used some French tittles to which the Foyer assistant requested that I should only speak in English. In addition this Foyer assistant informed me that the school was implementing the Dutch ELP and it was too difficult.
Observation No. 004 27-04-2006	Note: I think the portfolio ignores the competencies that children bring with them particularly with the 'can do' statements.
Observation No. 005 02-10-2006	Note: I am thinking of doing a triangulation of the data between what the students think about the ELP, the opinions of the Spanish teachers and opinions of the Flemish teachers as they are many different views from each group.
Observation	Note: I am asking myself how students practice self

<p>No. 006 17-11-2006</p>	<p>evaluation. How the European Language Portfolio can be a useful tool for auto evaluation? Is the European Language Portfolio in accordance to the school curriculum? Spanish teachers said that they follow the books' curriculum and shape the curricula to their needs. As to evaluation students help correct another classmate exercise paper.</p>
<p>Observation No. 007 16-03-2007</p>	<p>Note: Applied Language passport to 6th grade students. Teacher 02 and the number of students are seven. I feel there are many descriptors of language competences and they are worded for an adult audience. They are not written for primary school children. It is difficult to explain some of these descriptors for the levels of C1 and C2.</p>
<p>Observation No. 008 22-03-2007</p>	<p>Note: This research process is becoming clearer to me specially in the data analysis while doing the coding of the interview transcripts. I started to see some patterns like a) the majority of students like the pyramid (performance scales) and b) most of them thought of the portfolio as a useful tool. I learned that students like the idea of learning different languages.</p>
<p>Observation No. 00930-03-2007</p>	<p>Note: I question myself if this portfolio is better to do it with the teacher instead of doing it with an outsider. There is a need for the student to see the relationship between his/her work and the auto evaluation in the portfolio. I also worry if there are some bias questions in the portfolio. I will consider asking the students about their understanding of the questions. Next I wonder how authentic is this portfolio to them? How compatible is this portfolio with their curriculum?</p>
<p>Observation No.009 13-04-2007</p>	<p>Today April 13th 2007 I finished with my portfolios. Next Friday I will start the group interviews. I found that for the kids of 3rd grade it was a little bit difficult doing the section of the passport. The descriptors are long and then they do not understand everything. It is too abstract for them. They need real examples. I used examples with my own learning telling them that I had difficulties writing French because of all the accents. I also explain to the kids that next time I will do an interview about their opinion of the portfolio. They told me that they are able to see what they can do in other languages. All the kids have collected a drawing of their favourite animal. I have not seen much of their progress report for the evaluation of the other languages.</p> <p>I am waiting to see how their opinions will be next Friday. One kid said he liked when I came in because he could</p>

	skip his Spanish tests.
Observation No.010 28-04-2007	Note: Today I learned that the Frisian community makes adaptations of the CEF as well as adaptations of the descriptors and sub-skills. Also in this conference of the ELP it was mentioned that many words used for descriptions are subjective e.g. Understand a poem. What does it mean by it?
Observation No.011 03-05-2007	This is a journal description of the classroom site for the students application of the portfolio. Third grade classroom was very spacious according to the number of children. Sixth grade classroom is small and designed for kindergarten children. This date I filmed the interviews with the children and filmed the surrounding of the classroom. I learned from the T2 that children were working on a project on how they think they are learning languages.
Observation No.12 28-01-2008	This date I have finished with my telephone survey. The impression that I get is that these primary education schools do not have information about the ELP. Only one school was using another language portfolio to cope with non-Dutch speakers.
Observation No.13 30-01-2008	This afternoon I had a conversation with the person responsible for the organisation. This person has made a portfolio for immigrant women mostly Turkish and Moroccan. These women have very little skills and a language portfolio like the ELP would not have worked. S/he said that not all the women are working with the portfolio because some of them prefer to do another activity. The idea of doing a portfolio was done with the objective to help women with language and survival skills. I have requested an interview with her/him but s/he said that if I was going to meet the responsible for Foyer then it was not necessary as they also are aware of her/his project.

Appendix O

Case Study Protocol

Table (3) Researcher's case study activities:

Date	Activity	Comments
Academic year 2003-2004	Pilot studies with 29 students from the Foyer Project.	Researcher wrote an assignment and published an article about this pilot experience.
February /2004	Pilot students' and teachers interview.	Students and teachers were interviewed in a structured type of interview.
November/2004	Workshop Journée d'étude: Le goût des langues.Brussels	Researcher talked about her experiences with this first application of the ELP.
November/2005	Workshop : Le portfolio européen passeport pour la mobilité. Luxembourg	Participated in a workshop and explained the utility of the ELP.
April/2006	Attended a workshop: Toward a common framework of reference for languages.	This workshop was offered by the Council of Europe. The researcher found this activity useful for reflection about the advantages and disadvantages of this assessment project.
June/2006	Presentation of the ELP to the teachers and invite them to participate in my empirical research.	
September/2006	Presentation of the ELP project to the students 3 rd grade and gave a copy of the Language biography section. Also during this month, we took the pictures of the students.	All the students decided to participate in this research.
October /2006	Started working with the language biography. Teachers' interview.	One time I met with the students of 3 rd grade and the following visit was with the students of

		6 th grade. Teachers' were interviewed.
November/2006	Language biography continuation.	Researcher alternated visits between 3 rd and 6 th grade students.
December/2006	We started the section of dossier section.	This section is better done when the students are reminded during the school time to collect assignments for the dossier section.
February/2008	Interview Mrs. Van Woensel	She informed me about the status of the ELP in the Flemish community.
March/2008	Last interview with coordinator of the Foyer Project.	Reasons for the Foyer project to choose another portfolio form than the ELP.

Appendix P

Telephone interview questions for the Flemish schools.

(ELP Survey for primary education Flemish schools)

Objective: Has the European Language Passport, a European self assessment tool, been used in Belgium? This survey attempts to measure the impact on the implementation of this document.

In the following interview questionnaire I am covering the following themes found in my data analysis: easy and difficult, like and dislike,

Strategies:

Proceeding number one:

I will do a pilot telephone survey with five elementary state schools (1st through 6th grade) in Belgium. The schools will be chosen at random from the two ministries of education. Afterwards, I will make the necessary amendments to the survey and will continue with the random selected state schools.

Telephone Survey

In this telephone conversation I will ask to speak to the person in charge of the language program which in Belgian educational system starts with third grade students, and the schools' second language program is French. When in contact with this person I will ask her/him for a few minutes of her/his time.

Proceeding for the telephone survey:
(Need to identify the centre which I am calling)

Name of the school: _____ City _____

Name of the person: _____

- ❖ Presenting myself: I am Fiona Meyer-Estrada. I am a research student at the University of Bath and the purpose of my phone call is because I am doing an inquiry on whether you are using the European Language Portfolio at your institution.
- ❖ If the response is yes that the person has used /or is using the portfolio with any class students, I will request to have a face to face interview with the person in charge of the portfolio application.

❖ However, If the response is negative I will then proceed with the telephone survey and will ask the following questions:

1) Have you heard about the ELP before?

a) Yes ☐ b) no ☐

If the response is no, then I will thank the person for her/his time and finish the inquiry.

If the response is yes, I will continue with question number 2

(This question is asked to inquire whether the no implementation of the portfolio might be due to a poor publicity within the educational institutions)

2) How did you learn about the European Language Portfolio?

Please explain _____

(This question is to inquire about the channels of communications used for promotion of new projects by the Council of Europe and the contact people for the ELP in each country.)

3) Can your please tell me why you are not using this portfolio?

a) Not enough time ☐ b) lack of financial resources ☐

c) Not interested ☐ d) need of training ☐ e) is not the school priority ☐

e) Other ☐ Please explain _____

(This question is asked to understand what could be the motive(s) for not using the ELP despite that they know of its existence.)

❖ After these three questions I will thank the person for her/his time and say good-bye.

Proceeding number two:

Interview questions for those teachers and/or project persons who have applied the ELP in Luxembourg.

Note: This will be a closed question interview as it will allow me to analyse the responses statistically. I will begin by presenting myself and informing the persons that their names and answers to the interview will remain confidential.

1) How did you learn about the European Language Portfolio?

a) Through printed text ☐ b) conference ☐ c) your educational institution ☐

- d) Colleagues ☐ e) other ☐

(Reason for this question is the same as number two above)

2) With whom are you using the portfolio?

- a) Students in kindergarten (ages 4-6) ☐
b) Students in elementary education (ages 6-12) ☐
c) Other. ☐ Please

explain _____

(Reason for this question is to know which ELP model was used the junior or the adult version. Some of the learners may not know how to read but perhaps teachers feel enthusiastic about it.)

3) What do you like or dislike about the ELP?

(Reason for asking this question is because is one of the themes found in my previous data.)

4) Did you find the European Language Portfolio an easy document to use?

(Reason for asking this question is because there are some ELP models which are friendly user than others.)

5) Who financed the copies of the ELP?

- a) The school ☐ b) a project ☐ c) it was free ☐ d) other ☐

(This can be a determinant factor for the use of the ELP as some country ELP models asked for a financial compensation, while other models can be downloaded free of charge.)

6) Did you receive any training for the application of the ELP?

- a) Yes ☐ b) no ☐ c) I trained myself ☐ d) other ☐ _____
(Same reason as question five, above)

7) What motivated you to use the ELP?

a) trying to use an alternative assessment ☐ b) self motivation ☐

c) it was requested by the institution/or organization/person ☐ d) other ☐ _____

(The reason for asking this question is to inquire if the teacher's decision was self motivation or not.)

8) Were you able to relate your school program e.g. classroom, assessment activities with the ELP descriptors?

a) yes ☐ b) no ☐

If the answer is yes, please give me an example on how you were able to establish the link? If the answer is no please explain your reasons: _____

(The response to this question is important for the future use of the document in the classroom. This portfolio tries to be a standard document but perhaps each culture finds it easy or difficult to adapt the ELP to its teaching program.)

9) Has the portfolio improved the way students assess their learning process? (It means if the portfolio has helped students to become autonomous?)

a) yes ☐ b) no ☐

If not explain why _____

(This question is to understand whether the ELP fulfils one of the pedagogical objectives for which the ELP was designed.)

10) Do you think that the European language portfolio can be used as an assessment tool in all the European countries?

a) Yes ☐ b) no ☐

(Same reason as question number nine.)

Appendix Q Schools' telephone list

Naam
Basisschool van het Gemeenschapsonderwijs
Basisschool van het Gemeenschapsonderwijs
Basisschool van het Gemeenschapsonderwijs - H.Conscience
Basisschool van het Gemeenschapsonderwijs
Basisschool van het Gemeenschapsonderwijs - Tehuis voor kinderen zonder vaste verblijf plaats
Basisschool van het Gemeenschapsonderwijs - De Wimpel
Basisschool van het Gemeenschapsonderwijs - De Bron
Lagere School van het Gemeenschapsonderwijs
Basisschool van het Gemeenschapsonderwijs
Basisschool van het Gemeenschapsonderwijs
Basisschool van het Gemeenschapsonderwijs
Basisschool van het Gemeenschapsonderwijs
Basisschool van het Gemeenschapsonderwijs - De Weg-Wijzer
Basisschool van het Gemeenschapsonderwijs - De zonnewijzer
Basisschool van het Gemeenschapsonderwijs
Basisschool van het Gemeenschapsonderwijs
Basisschool van het Gemeenschapsonderwijs
Basisschool van het Gemeenschapsonderwijs
Medisch Pedagogisch Instituut van het Gemeenschapsonderwijs - Heemschool
Gemeentelijke Lagere School
Vrije Basisschool – Maria Boodschap
Vrije Basisschool - Sint-Joris
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool - St-Albert
Gemeentelijke Lagere School - Koningin Astridschool
Gemeentelijke Basisschool – Kakelbont
Gemeentelijke Basisschool
Gemeentelijke Basisschool - Regenboog
Gemeentelijke Basisschool - Sint-Joost-aan-zee
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Gemeentelijke Basisschool
Gemeentelijke Basisschool
Gemeentelijke Basisschool
Gemeentelijke Basisschool
Gemeentelijke Basisschool

Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Gemeentelijke Basisschool
Gemeentelijke Basisschool - Tijn Uylenspiegel
Gemeentelijke Basisschool
Gemeentelijke Basisschool
Vrije Basisschool
Gemeentelijke Basisschool - De kadeekes
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool - Vier Winden
Gemeentelijke Basisschool - Vande Borne
Gemeentelijke Basisschool - Poelbos
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Gemeentelijke Basisschool
Vrije Basisschool
Gemeentelijke Basisschool
Vrije Basisschool
Vrije Basisschool Heilig Hart van Maria
Vrije Basisschool
Gemeentelijke Basisschool - Stokkel
Vrije Lagere School
Vrije Lagere School - Mater Dei
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool - De Wemelweide
Vrije Basisschool
Vrije Basisschool
Vrije Basisschool
Gemeentelijke Basisschool
Vrije Basisschool
Vrije Basisschool
Gemeentelijke Basisschool
Vrije Basisschool - Angelusinstituut
Vrije Basisschool - Voorzienigheid
Vrije Basisschool
Vrije Basisschool voor Buitengewoon Onderwijs - SPES
Vrije Lagere School voor Buitengewoon Onderwijs - Sint Jozefschool
Gemeentelijke Lagere School voor Buitengewoon Onderwijs - De Ladder
Officiële Basisschool voor Buitengewoon Onderwijs - Kasterlinden
Vrije Basisschool voor Buitengewoon Onderwijs

Gemeentelijke Lagere School voor Buitengewoon Onderwijs - Klim Op
Vrije Basisschool
Vrije Basisschool
Gemeentelijke Basisschool
Gemeentelijke Basisschool
Gemeentelijke Basisschool - Van Asbroek
Basisschool van het Gemeenschapsonderwijs - t' Overbeek
Basisschool van het Gemeenschapsonderwijs - De Mozaïek
Vrije Lagere School – Sint-Jan Berchmanscollege
Vrije Basisschool - Prinses Juliana
Basisschool van het Gemeenschapsonderwijs
Basisschool van het Gemeenschapsonderwijs - Zavelput
Gemeentelijke Basisschool - Mooi-Bos
Vrije basisschool – Rudolf Steinerschool - Brussel
Vrije Lagere School
Basisschool van het Gemeenschapsonderwijs
Basisschool van het Gemeenschapsonderwijs
Vrije Lagere School
Vrije Basisschool Lucerna

Appendix R

Letter of presentation to the School Pedagogical Networks.

Brussels 21st of March 2008

Mr. Herman Verstraeten
Language specialist
Provincial Onderwijs Vlanderen
Fax 09 2677296

Dear Mr. Verstraeten

My name is Fiona Meyer and I am a student at the University Of Bath, U.K. Mr. Weyn gave me your contact information because he believes you might be able to answer to answer my research question.

At the present I am doing my doctoral thesis about the impact of the European Language Portfolio in the Flemish community. I would like to know if you have heard about the European Language Portfolio which was proposed by the Council of Europe (EU institution) on 2001. The objective of this portfolio is to help students with their language self-assessment and reflection about their learning process (Please see www.coe.int/portfolio). In case you have heard about this portfolio, is this something you will propose to the schools to use?

I thank you for your interest and response to my request.

Sincerely,

Fiona Meyer
36 Avenue Manoir D'Anjou
B-1150 Brussels
Tel/fax (02) 772 9757

Appendix S

Results from the Schools Pedagogical Network Survey.

I contacted eight pedagogical networks. Initially I have sent an e-mail to all of them. The next step was to send a fax to the ones who had not responded. The third step was to call each non-respondent, organisation. In the case when I had to call for an answer, I was told that the person in charge is not available. The numbers below represent one school pedagogical network, I have done this in order to protect the privacy of the institution.

001 I have sent a fax on 21-03-2008. I got the response on 07-05-2008. This person (F.S) told that they were aware of the ELP and the Common Framework of Reference. They found the ELP a difficult document to work with and very extensive. It does not respond to their needs with non-native Flemish speakers. They are making their own version and it will be ready beginning of June. This person would like me to come and see their portfolio. The portfolio is written in Dutch.

002 This organisation responded me back on 18-03-2008. The person referred me to contact the Foyer Project. S/he has attended conferences organized by the Foyer. S/he adds in the e-mail the address and phone number of the Foyer bicultural project.

003 This organisation responded me back on 17-04-2008. The person called me and said that they are revising the ELP in general together with other language portfolios. They will attempt to make their own version.

004 This organisation sent me an e-mail on 12-03-2008. They are aware of the ELP but have no specific plans with this portfolio. They will like to experiment with self assessment and reflection on a larger scale.

005 I sent a fax on 21/03/2008. I got a written response on 20/04/2008. In this e-mail the person starts by explaining the benefits of the portfolio (pupil's reflection, bring pupils and teacher in a cooperative methodology, the valuable feedback that it means for teachers). Next he gives the argument that for the portfolio to work it needs the parents involvement, it is time consuming, there is not an enthusiasm from principals or teachers in language portfolios, the ELP is an extensive model, there is need for training teachers and parents supporting the integration of the language portfolio in the schools, Flemish educational books do not make any reference about the CEFR.

This person acknowledges that some other organisations are working with their own portfolios or developing one. We are still thinking is we should work with the ELP or our own model. Further research needs to be done before taking a decision. (2 page response).

006 I sent a fax on (11-03-2008 and 14-05-2008) I called the organisation on 20-05-2008. This person (FV) told me that they are working with portfolios in general. They as an organisation do not promote one portfolio over the others. This person participated in the Flemish ELP version and says that it was too confusing for the teachers and students. S/he thinks that the organisation is looking at portfolios as something they can give to high school students before graduating as a way they can present themselves to different companies or universities. S/he says that the Flemish community has a portfolio called (my digital me) which one can find in the Flemish Ministry of education website. This person says that people like the fact that it is an electronic model and students are able to add competences on their own. It gives this freedom for which they are used to. S/he added that when they think about portfolios is not about languages but all the educational competences like autonomy, self reflection, good goals criteria, etc.

007 is the same organisation as 005

008 I received a fax on June 2006.

Appendix T

Patterns emerged from the themes and codes used in measuring the impact of the ELP

These are the initial patterns in the 1st phase of this exploratory case-study, after the ELP implementation and interviews.

First phase:

- A) Researcher's presence: This is a category that emerges as a self reflection from observing the video tape of the interview. There is the possibility that having an outsider for the application of the ELP is a non controllable variable that might affect the results of the research.
 - i. Researcher finished sometime the students' sentences.
 - ii. Researcher does not allow enough time for the students to answer.
- B) Likes for the ELP: It means the expressions on which the students show likes for this document. There are some key words that express students' opinions: Me encanto, me gusto. (I enjoyed it, and I like it).
 - i. Likes in terms of been proud for the languages they are learning.
 - ii. Likes the possibility to have a portfolio that allows mobility across Europe.
 - iii. Likes the job opportunities that this portfolio can bring in the future.
 - iv. Likes in the way that the student presents his/her portfolio as a tool to express what s/he has learned (video observation, 6th grade group)
- C) Dislikes for the ELP: It means the expressions for not liking something in the portfolio. Some key words: No me gusto. I did not like.
 - i. Answering the questions in the section of the language biography.
 - ii. Not liking the picture in the portfolio.
- D) Easiness with the use of the portfolio: It is a theme that refers to the students' expressions of not having difficulty on answering the questions.
 - i. For some students it was a funny activity as some of the answers were similar in the language biography.
- E) Difficulty with the use of the portfolio: This theme includes expressions where the students expressed having experienced some difficulty while using the portfolio.

- i. For the third grade children they express that assessing themselves was the most difficult part.
 - ii. Classroom behavior with the third graders during the interview. It leads to think that this subject was difficult for them. (video observation 3rd graders)
 - iii. Too many pauses during the interview (3rd graders). It is an indication that there was some difficulty for answering the questions.
- F) Learning: It means the coding of all the expressions on which the student refers that he/she is learning something from the use of the portfolio. Some examples are:
 - i. I learn best when I am writing.
 - ii. I learn about things that I can do later.
 - iii. I learn nothing
- G) Self evaluation: It takes into account all the expressions in which the student says how he/she is learning a language.
 - i. I learn what things I need to learn for the future.
 - ii. Learning about what languages one learns better than others.
- H) Future utility for the ELP: This theme refers to what possible use do students think the portfolio can have in the future.
 - i. In terms of mobility: The students like the idea of mobility that the ELP can offer.
 - ii. In terms of job opportunities: The ELP is an instrument for them where future employers can see the language skills of these learners.

Some of the emergent categories were:

- A) Researcher's presence.
- B) Like or dislike of the portfolio: It takes into account the opinion of the teachers in regards to the students' experiences with the ELP.
 - i. format of the portfolio
 - ii.
- C) Easiness or level of difficulty: It refers to how difficult or easy this document was for the students.
 - i. Teachers expressed that children asked many questions during the application of the ELP.
 - ii. Teachers expressed that many questions were subjective. Therefore, it was difficult for the students to answer them.
- D) Learning: This category refers to their opinions about the students learning experiences.

- i. Teachers thought that the ELP can add value to the material the students are learning.
- E) Self evaluation: This theme relates to the students' self evaluation.
 - i. Teachers do not think that this can be called an assessment tool.
- F) Relationship of the ELP with their curriculum: This theme refers to how the teachers do activities which have a connection with the ELP.
 - i.
- G) ELP future utility: It refers to how users think the ELP can have a utility in their future.

Second phase (This analysis takes in consideration the surveys and the non-verbal behaviour from the video interviews).

A different manner of organizing and analyzing data:

1. The school setting (there is a pattern with themes 2, 3, 4)
 - a. Seen by the researcher
 - b. Seen by the institution (publicity)
2. The neighbourhood setting (there is a pattern with themes 1, 3, 4)
 - a. Video observations
 - b. Researcher's notes
 - c. News, articles
3. Foyer setting (there is a pattern with 1, 2, 4)
 - a. Seen by the students
 - b. Seen by the teachers
 - c. Seen by the institution
 - d. Seen by the Flemish authorities
4. Flemish region setting (there is a pattern with themes 1,2,3)
 - a. News
 - b. Language laws 1962
 - c. Campaigning for a Dutch speaking region
5. Feelings towards the ELP
 - a. Teachers (not confident)
 - b. Students (older students enthusiastic/younger students not enthusiastic)
 - c. People involved (to serve as a guide)
 - d. Dutch survey (not enthusiastic)
6. ELP Level of difficulty
 - a. Seen by students, teachers,
 - b. Dutch surveyed people
7. Self evaluation seen by students
 - a. Pilot students
 - b. Dissemination students' group
 - c. Dutch survey students do not agree that can help them with self evaluation.
8. Self evaluation seen by Spanish teachers

- a. Not recognizing the ELP as a self evaluation tool
 - b. Not a link with the curriculum
- 9. Self evaluation seen by Dutch teachers (Survey)
 - a. Not a link with the curriculum
 - b. Agree that can help students with their evaluation
 - c. Not reliable (Dutch survey p.22)
- 10. ELP relationship with the curriculum
 - a. Not a link (teachers' view)
 - b. Interview with person M
 - c. Dutch survey
- 11. Learning with the ELP seen by the students
 - a. Tool for helping a younger brother or sister (ELP implementation, dissemination group)
 - b. Awareness of the skills (dissemination group)
 - c. Wrong answers about learning
- 12. Learning with the ELP seen by the teachers
 - a. Spanish teachers interviews
 - b. Dutch survey (do not think that the ELP motivates ss in their learning process).
- 13. Using the ELP to help a younger brother
 - a. Dissemination group
- 14. ELP utility seen by the students
 - a. Seen by the pilot and dissemination groups (interviews)
 - Future employment
 - Mobility
- 15. ELP utility seen by the teachers
 - a. Awareness of their students background (Spanish teachers)
 - b. Seen as a complement to their activities (Spanish teachers)
- 16. Students seen by the teachers
 - a. Spanish teachers perspectives
 - b. Dutch teachers perspectives
 - c. Foyer perspective
- 17. Local portfolios seen by its users
 - a. User friendly
 - b. Responds to the local needs
 - c. Motivation tool
- 18. ELP feasibility
 - a.
- 19. ELP lack of information in Flemish schools
 - a. Schools Survey
 - b. Dutch Survey
 - c. Teachers' interviews
- 20. ELP and lack of connectivity with the curriculum
 - a. Dutch Survey
 - b. Interview with M
- 21. Curricular freedom and the use of the ELP
 - a. Interview with M
 - b. School network survey
- 22. ELP opinions from the promoting people

- a. Conflicting issues
 - b. Culture of anti-government
 - c. Not having an approved version
- 23. Obstacles for using the ELP
 - a. Lack of interest (interview w M)
 - b. Not having an approved ELP version (interview with M)
 - c. Opinions from the Dutch survey (time consuming, lack of information, smaller version, lack of clarity)
 - d. Teachers from this research (ELP layout)
- 24. Lack of interest from the authorities to implement the ELP (burden)
 - a. It is my Waterloo (interview with M)
 - b. School networks who are current are not interested
 - c.
- 25. Local portfolios and non-Dutch speakers
 - a. Respond to their needs
 - b. Written in Dutch
 - c. User friendly
 - d. Small version when compared to the ELP
- 26. ELP layout (this overlaps with ELP seen by teachers)
 - a. Observations by the researcher
 - b. Observations by the Spanish teachers
 - c. Observations Dutch teacher
 - d. Dutch survey
- 27. ELP and autonomy
 - a. Seen by the students (Dutch survey)
 - b. Seen by the teachers (dissemination group)

Appendix U

Data triangulation

In this case study the researcher has used two different resources, teachers and students, and methods for data triangulation (application of the ELP, interviews, and observations). On table (5) below the researcher has combined the students, teachers and the people involved in the promotion of the ELP views.

Table (5) Analysis of third grade students' results from the application of the ELP:

Themes	ELP for 3 rd graders.	Students' interviews from 3 rd grade	Teachers' interviews	Researcher's observations for 3 rd graders.
Like or dislike of the document	Six students of the group left more than one question unanswered. See table 4 p.49	Four students expressed their dislike for the ELP.	Teachers had a preference of this model compared to the French model.	Some students express that they did not like the document and that they had not learned anything. See also observation note (008) appendix D
Level of difficulty		One student mentioned that some questions were difficult.	Teachers made the observation that students asked many questions during the application of the ELP. Also they made the remark that there was a need for more time.	Researcher thinks that some students might have difficult to accept that they have encountered some difficulties.
Self evaluation	There is evidence that shows two students who did not use correctly the self evaluation chart.	There is evidence from the interviews, that at least three students were confused about assessment when using this document. A group of three students self assessed correctly about their learning.	Interpretation of the teachers' response to this issue is that the ELP is not considered an evaluation tool.	Researcher assumes that students do not practice enough self evaluation activities.
Categories	ELP for 3 rd graders	Students' interviews from 3 rd grade	Teachers' interviews	Researcher's observations for 3 rd graders.

Learning	The portfolio itself does not give evidence of a learning process. Five students did not answer most of the questions regarding to the subject as to how they learn languages. See table (4) page 49. Three students answered all the questions.	One student expressed that s/he had learned nothing. Two students expressed the idea of learning addition, which was not part of the portfolio. Three students expressed a better response to this subject.	Interpretation of the teachers' response to the interview allows to assume that their opinion about the portfolio can be a useful tool for the students learning as it permits them to observe their progress.	Researcher thinks that this concept is somewhat abstract to the students. In addition there is the possibility that students had difficulties in answering the questions because of the vocabulary used throughout the portfolio.
Relationship of the ELP with the curriculum	No applicable	No applicable	Teachers expressed that many of the proposed activities were already covered with their curriculum.	Researcher thinks that the ELP can become a useful tool when it is applied together in coordination with the curriculum activities of the school.
ELP Utility	There is no evidence in the portfolio that shows the utility that this document may have for the students.	Two students related the ELP utility as a tool that will help them with mobility.	Teachers expressed that the ELP will become useful when it becomes an accepted document in the institution. T1 thought that having a document like the ELP and the CEF were interesting to have and that they can be use as a guide. T2 agree to this statement.	Researcher believes that as long as the ELP does not become a required document by the educational institutions, the ELP will not be used.

Appendix V

Table (6) Analysis of sixth grade students' results from the ELP application:

Categories	ELP for 6 th graders.	Students' interviews from 6 th grade	Teachers' interviews	Researcher's observations for 6 th graders.
Like or dislike of the document	All the students answered to all the questions in the ELP.	There is evidence of students enjoying the experience of having a portfolio.	Same comment as for 3 rd graders.	Researcher thinks that there is a wider acceptance of this document due to the possible utility in the future.
Categories	ELP for 6 th graders.	Students' interviews from 6 th grade	Teachers' interviews	Researcher's observations for 6 th graders.
Level of difficulty	There is evidence that the ELP evaluation questions were used correctly.	There is no evidence that where students expressed that it was a difficult document.	Same comment as for 3 rd graders.	Researcher thinks that the application of the ELP was not difficult as there were fewer interruptions during the application of the ELP.
Self evaluation	There is evidence that the students used the evaluation matrix correctly.	There is evidence in the interviews which students talk about their evaluation of their learning process.	Same comment as for 3 rd graders	Researcher thinks that students had a better understanding of doing a self evaluation activity.
Learning	All students answered the questions regarding the subject as to how they learn languages. The ELP does not give a proof as to whether the students are leaning or not.	There is evidence in the interview that shows how students think about their learning of languages.	Same comment as for 3 rd graders.	Researcher thinks that the ELP can help students in their learning process. It can be an assessment tool that can help them understand their language strengths and weaknesses.
Relationship of the ELP with the curriculum	Non-applicable	Non-applicable	Same comment as for 3 rd graders.	Researcher thinks that the ELP can become a useful tool when it is applied together in coordination with the curriculum

				activities of the school.
ELP Utility	There is no evidence in the portfolio that shows the utility that this document may have for the students.	There are five students who speak about the utility that the ELP has for them in relation to their future employment and mobility.	Same comment as for 3 rd graders.	Researcher thinks that this tool was very useful to the students as they are many positive indicators that can prove this position.

Appendix W

Belgian Portfolio Models

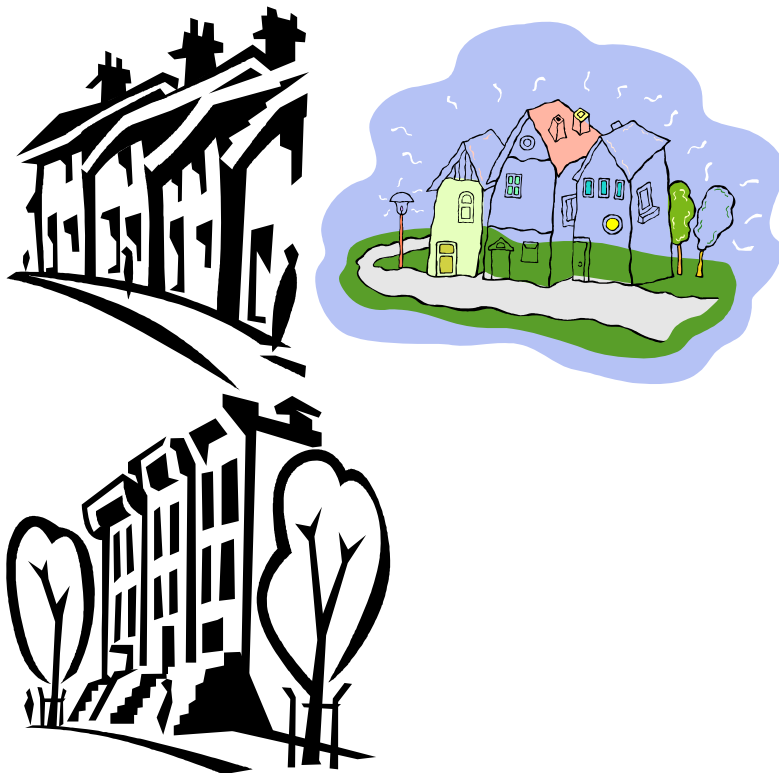
Portfolio de la citoyenne active



Nom:

Année: 2007

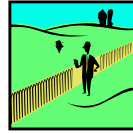
1. Mon quartier, ma commune, ma ville:



Jugez vos propres compétences en coloriant un visage par question et cochez d'une croix les points que vous trouvez particulièrement importants:

d	: Pas satisfaite
l	: Neutre
f	: Très

d l f Je connais mes voisins.



d l f Je participe aux activités dans mon quartier.

d l f Je connais le nom de ma commune et le code postale.

d l f Je sais où se situe la maison



communale.

d l f Je sais où je peux aller si j'ai un problème juridique ou social.

d l f Je sais où je peux faire une consultation gratuite quand je suis



enceinte.

d l f Je sais ce qu'est une médiatrice interculturelle et où je peux en trouver.

d l f Je connais le nom du bourgmestre de ma commune.

d l f Je sais ce qu'est un échevin et ce qu'il fait.

.

Autonomie:

Je vais seule...

d l f au magasin



d l f en ville

d l f à la mutualité



d l f à l'hôpital/ chez le docteur



d l f à la poste



d l f à la banque



Mobilité:

d l f Je peux prendre les transports
en commun seule.



d l f Je peux rouler en vélo.



d l f Je peux rouler en voiture.



d l f Je marche beaucoup.



d l f Je peux lire un plan.



d l f Je connais d'autres communes de
Bruxelles.

La vie culturelle:

Je vais parfois:

d l f au cinéma.



d l f à un concert.



d l f au musée.



d l f au théâtre.



d l f à des conférences ou débats



d l f à d'autres activités
culturelles: ...

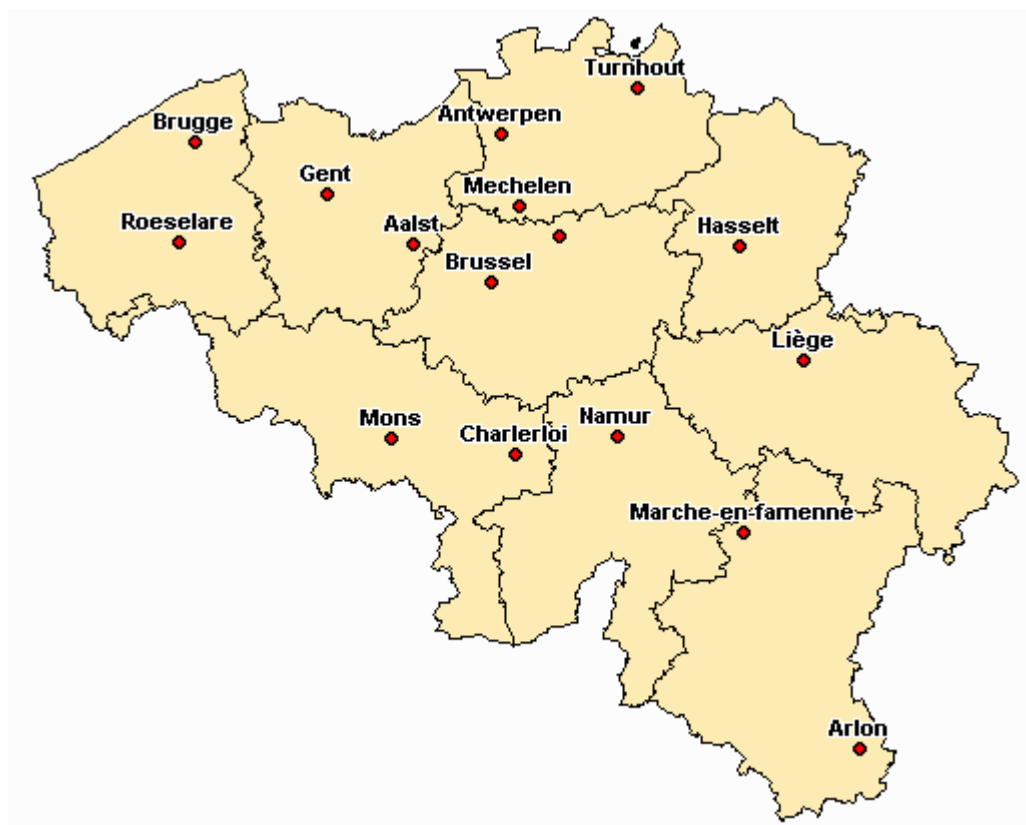
De quels points suis-je particulièrement
satisfaite?

Qu'est-ce que je veux changer ou
améliorer?

Comment vais-je m'y prendre?
Quelles démarches vais-je faire?




La Belgique



2. La Belgique:

d l f J'ai déjà visité d'autres villes en Belgique.

d l f Je sais ce qu'est la démocratie.

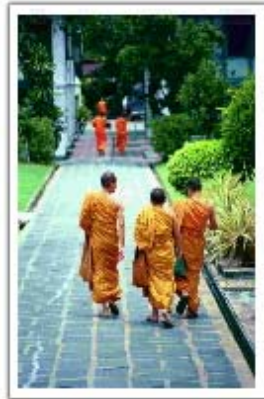
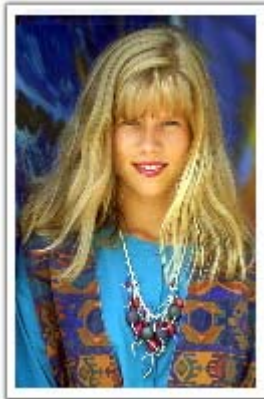
d l f Je sais pourquoi c'est important de voter. 

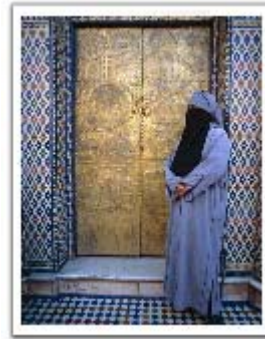
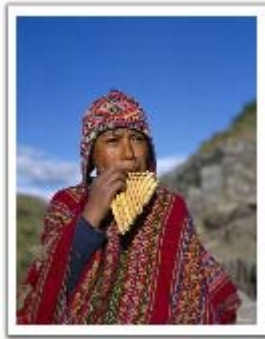
d l f Je m'intéresse aux nouvelles de la Belgique. (TV, radio, journaux)

d l f Je sais où est le parlement et à quoi il sert.

d l f Je connais des partis politiques belges.

Ouverture sur le monde et les cultures





3. Ouverture sur le monde et les cultures:

Pays d'origine:

d l f Je connais le régime politique de mon pays d'origine.

d l f Je connais les traditions de mon pays d'origine.

d l f Je connais la langue de mon pays d'origine.



d l f Je sais écrire la langue de mon pays d'origine.



d l f Je sais cuisiner des plats de mon



pays d'origine.

Culture Belge:

d l f Je connais des festivités Belges (nationales, religieuses, traditionnelles).

d l f Je connais des films, chanteurs ou artistes belges.

d l f Je mange parfois des plats



belges.

d l f J'ai des copines d'origine Belge.



d l f Je parle le Français ou le



Néerlandais.

d l f Je sais écrire le Français ou le



Néerlandais.

Autres cultures:



d l f Je m'intéresse à d'autres cultures.

d l f J'ai déjà visité un autre pays que la Belgique et mon pays d'origine.

d l f Je connais des personnes de cultures différentes.

d l f J'ai déjà cuisiné ou goûté des

plats d'une autre culture.



d l f Je respecte les autres, même s'ils viennent d'une culture qui est différente de la mienne.

De quels points suis-je particulièrement satisfaite?

Qu'est-ce que je veux changer ou améliorer?

Comment vais-je m'y prendre?
Quelles démarches vais-je faire?

4. Vie sociale:

d l f J'ai des bons contacts avec ma



famille.

d l f J'ai beaucoup de connaissances en
dehors de ma famille.

d l f Je fais partie d'une association.

d l f Je participe aux activités
organisées par l'école de mes enfants.

d l f Je parle parfois avec
l'enseignant ou le directeur de l'école



de mes enfants.

d l f Je vérifie les devoirs de mes



enfants.

d l f Je me sens à l'aise pour parler
dans un groupe.

5. Epanouissement personnel:

d l f Je suis des cours.



d l f J'ai un ou plusieurs passe-temps.



d l f Je fais du sport.



d l f Quand je veux apprendre quelque
chose je cherche un endroit ou une
école.

d l f Je sais travailler avec un



ordinateur.

d l f Je sais exprimer mes opinions.

De quels points suis-je particulièrement
satisfaite?

Qu'est-ce que je veux changer ou améliorer?

Comment vais-je m'y prendre?
Quelles démarches vais-je faire?



6. L'environnement:

d l f Je sais ce qu'est le recyclage.



d l f Je sais pourquoi il est
nécessaire de trier les déchets.



d l f Je fais attention aux dépenses
d'énergie.



d l f Je vais parfois dans un parc ou
un bois.



7. La solidarité:



d l f Je suis attentive aux besoins des
autres.

d l f Je participe à des actions de
solidarité.

d l f Je travaille parfois
bénévolement.

d l f Je sais ce qu'est le commerce
équitable (Oxfam, Max Havelaar)

De quels points suis-je particulièrement satisfaite?

Qu'est-ce que je veux changer ou améliorer?

Comment vais-je m'y prendre?
Quelles démarches vais-je faire?

Another Portfolio model :

Biografie

Mes données personnelles:

Nom de famille:

Prénom:

Nationalité:

Pays d'origine:

Date de naissance:

Adresse:

Téléphone:

Mes apprentissages:

Langues parlées:

Niveau d'étude:

Cours suivi à Dar al Amal:

Cours suivi ailleurs:

Loisirs et intérêts:



Mon Dossier



Mon dossier

Dans le dossier vous pouvez garder tous documents qui ont un rapport à votre développement comme citoyenne.

Par exemple : des textes, une copie d'une attestation, des photos, des brochures, des copies de diplômes, des dessins etc...